

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

**Occupational specialism assessment (OSA)**

**Early Years Educator**

Assignment 3 - Pass

Guide standard exemplification materials

# Contents

<b>Introduction.....</b>	<b>3</b>
<b>Part 1A .....</b>	<b>4</b>
Student evidence .....	5
<b>Part 1B .....</b>	<b>12</b>
Student evidence .....	13
<b>Part 2.....</b>	<b>16</b>
Student Evidence.....	23
<b>Overall grade descriptors .....</b>	<b>28</b>
<b>Document information .....</b>	<b>30</b>
Change History Record .....	30

# 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 3, the student is required to conduct a set of observations of children in the early years setting. Students must also produce an analysis of observation data supplied with an insert that accompanies the assignment questions. The student evidence is written work produced under supervised conditions.

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

# Assignment 3

## Observation and Assessment of Children in Settings

### Part 1A

Read the information below carefully before carrying out your observations.

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You must carry out **three** observations on **one** child in your industry placement.

You **must** observe the child during activities that support the specific area of learning in the Early Years Foundation Stage (EYFS) – **expressive arts and design**.

1 You must carry out **three** observations:

- **one** must use a **narrative** method:
- **one** must use a **post-it note** method
- **one** must use a **time sample** method.

[16 marks]

You **must** complete a record for each observation you carry out by completing this booklet.

The observations **do not** need to be carried out in the order outlined in this booklet.

**Evidence** The following evidence must be submitted for marking:

- this booklet
- your **three** observations.

All evidence **must** be securely fastened to this booklet for submission to NCFE.

# Student evidence

## Observation 1

<b>Date of observation:</b>	XX/XX/XX
<b>Age of child (in years and months):</b>	2 years 3 months
<b>Development/Curriculum Links :</b>	Expressive arts and design
<b>Observation method:</b>	Snapshot, sampling over a period of time
<b>Place of observation:</b>	Private Day Care in the playroom
<b>Time of observation:</b>	09.30 – 09.50

### Aim of Observation 1

The aim of the observation is to watch Child A for 20 minutes. I will be looking for opportunities for expressive arts using a snapshot method to see what he does over a set period of time.

## Observation 1

**09:30:** Child A screams and cries as he tries to grab a car from the small world garage. He is facing another boy of similar age and both are pulling at the car. The other boy starts to cry.

Child A: "Mine car"

Child B just cries and looks around, appears to be searching for adult. Practitioner approaches and kneels down. Both children seem fine to let the practitioner take the car and stop crying. Practitioner is talking to them in a calm and gentle way, can't hear what is being said.

Practitioner is now joining in the small world play and the two children are giggling at the story of Mr Angry, the garage man.

**09.35:** Child A is playing with the cars alone now. He is lining them up in no logical order and chats inaudibly to himself. Suddenly he jumps up when he sees his key person and asks to go outside.

Child A: "is bikes out?"

Key person: "No A but we can go outside and see what is out, shall we go and see?"

Child A: "Yes" and takes hand of key person (Mr Angry, the garage man, is in his pocket!). Child A runs to a pram and pops Mr Angry inside. He walks carefully down the slope towards the large sandpit area. He seems to have forgotten about his key person and is joined by another child who also has a pram with a teddy bear inside and they walk close by each other but do not seem to be having a conversation.

**09.40:** Child A is now at the sandpit. He is digging with a tablespoon and is joined by another two boys, slighter older than A. They ask A to help them fill up a truck with sand:

“Help us do this A”

Child A: “I can do it”

Once the truck is full, they push it over to a trolley on the grass and pour it in before pushing it back and repeating. They seem to be content to do this for four occasions and then Child A wanders inside without saying anything. Child A wanders to his key person and asks for the toilet. He has had an accident outside and key person takes his hand and they go to find clean clothes and go to the bathroom area to change.

**09.45:** Child A is playing with two other children in the role play area. They have the Tiger who came to tea story sack on the carpet. Child A holds the tiger and roars, he chases them around the role play area roaring, waving the soft tiger as he does so. Other children scream and laugh. Practitioner peeps inside and asks if they want a story. All the children ignore her so she finds some of the resources from the story sack and puts them on the table then walks away leaving them to it.

**09.50:** Child A lies on his tummy humming and looking at ‘The Tiger That Came to Tea’ book, he still has the fluffy tiger in one hand. A practitioner walks by and asks if he is OK and whether he would he like a story.

Child A says yes to the story and he sits close to practitioner on a large cushion. Other children join for the story and Child A cuddles in to the practitioner closely.

End of the observation 10:00

## Observation 2

<b>Date of observation:</b>	XX/XX/XX
<b>Age of child (in years and months):</b>	2 years and 3 months
<b>Development/Curriculum Links :</b>	Expressive arts and design
<b>Observation method:</b>	Narrative (extended piece of writing)
<b>Place of observation:</b>	Private Day Care
<b>Time of observation:</b>	15:00–15:20

### Aim of Observation 2

The aim of the observation is to watch Child A for  
20 minutes. I will be recording what the  
child is doing, who/what they are playing with  
and any communication and social play involved.  
I will need to think about the area of Expressive Arts.



## Observation 2

**15.00**

Child A is by the water play area and he is watching the others, he looks interested but is making no effort to join in. Practitioner approaches with some dry aprons and asks if Child A would like to play in the water. Child A shakes his head. The practitioner kneels at the side of A and they watch the water and play together. Practitioner introduces some measuring spoons to the water area and gives a set to Child A. Child A copies the practitioner by filling up the larger measuring spoons and pouring water into the smaller spoons. Child A does this for a while and then runs outside as he has seen the footballs which he loves to play with. Child A enjoys kicking the football around and soon is running to the top of the slope and kicking the ball down running as fast he can after it. He repeats this four times then goes inside as the snack area is open (a bell sounds!).

**End of the observation 15.20.**

## Observation 3

<b>Date of observation:</b>	XX/XX/XX
<b>Age of child (in years and months):</b>	2 years and 3 months
<b>Development/Curriculum Links :</b>	
<b>Observation method:</b>	Post It observation
<b>Place of observation:</b>	Private Day Care
<b>Time of observation:</b>	09.30-11.30

### Aim of Observation 3

The aim of this Post It observation is to record the play activity, social interaction, behaviours and language that Child A uses throughout the morning session.

The Post It observation will record different activities Child A is doing during this time.

Expressive Arts is a focus for Child A.

## Observation 3

**Type of observation:** Post It

**Start time:** 09.30 – 11.30

**Environment:** Indoors and outdoors in the nursery

09.30 Child A arrives: comes into the setting clings to dad but is not upset. Drags dad over to water play area with his younger sister to wave to Child A

09.50 Child A outside with two other children running up the slop and letting toy cars roll down. They repeat this without any conversation but they appear to be taking turns in their play as they wait for each other at the top of the slope before sending their cars down again.

10.10 Child A is inside looking at natural objects in sensory play area, there is a practitioner close by. Practitioner is talking about how the pine cone feels and using words such as sharp, pointy, rough, Child A is handling the cone but is more interested in getting the large seashells out of the sensory bag.

10.50 Child A outside with footballs. One of the parents is volunteering today and they are playing with a range of different footballs. Child A follows the dad around as he loves to play football! Dad speaks to Child about football. Child A nods and appears to understand but doesn't say anything apart from 'ball' when he wants the dad to kick it!

10.30 Child A eats grapes and crackers with a cube of cheese. He pours himself a small glass of water being very careful not to spill it. "Drink" he says to no one in particular.

11.30 Child A sitting in large group situation with musical instrument-shaker. He is joining in with Twinkle Twinkle Little Star and shakes the shaker. He spots his dad and runs to him, shouting Bye going now.

11.10 Child A is back inside now and is playing with the clay. He pours too much water onto the table:

"Oh oh" he says and the water is dripping onto the floor. Another child says catch it and passes Child A a cloth. Child A tries to mop up the water and both children start to laugh as the water splashes to the floor.

**End of the observation 11:45**

# Assignment 3

## Observation and Assessment of Children in Settings

### Part 1B

Answer **all** questions in the spaces provided.

You **must** have access to the observations you carried out in **Part 1A**.

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- |                 |  |                   |
|-----------------|--|-------------------|
| <b>2(a)</b>     | Evaluate the strengths and weaknesses of <b>your own</b> practice and skills in carrying out each of the different observation methods in <b>Part 1A</b> .                                       | <b>[15 marks]</b> |
| <b>2(b)</b>     | Suggest ways that you could engage with continuing professional development (CPD) to improve <b>your own</b> observational practice and skills.  | <b>[12 marks]</b> |
| <b>Evidence</b> | The following evidence must be submitted for marking: <ul style="list-style-type: none"><li>• this booklet</li><li>• the booklet and observation evidence generated in <b>Part 1A</b>.</li></ul> |                   |

## Student evidence

**2(a)** Evaluate the strengths and weaknesses of **your own** practice and skills in carrying out each of the different observation methods in **Part 1A**.

**[15 marks]**

I wrote three observations on Child A, a young, active and typically lively boy aged 2 years and 3 months. In this section I will look at how well I am observing children and how well I understand the observation methods as well as what I could do to improve this.

The snapshot method is simple and easy to use. It was to give me an idea of activity over time. Each time I observed the child I did so for 20 minutes. When I was using the snapshot to record overtime, I made a recording of Child A's activity every 5 minutes. I felt this was too much as sometimes Child A has only just started an activity so I was sometimes watching the same things over again. The practitioners use snapshot as a way of recording different situations over the day and they give these to parents/carers, or they use them as part of the tapestry too sometimes. Snapshots can tell practitioners how the child is settling and about peer groups that may be favoured. As well as looking at interests and peer social skills, the snapshot can support in behaviour and settling in/during transition to look at the child at different points in the day too.

My strengths with the snapshot: I was able to see a wide range of activity across the morning and I recorded it all appropriately. I used this information to have a discussion with his key person. So I am OK with my recording skills and talking to other colleagues too. I think I could be better aware of the Early Years Foundation Stage and what is required at each age/stage so that I can better facilitate an effective environment. I also needed to really think about expressive arts and design at every stage, and whilst I do understand it I couldn't always see it in my observation it made me realise that I need to be more familiar with the EYFS and how the resources in the setting promote this area of learning.

Through doing a written account (narrative), I could record everything I wanted to, I remember reading about this type of observation and it being like recording information like a camera would. That was hard as I wanted to fill in what was going on, for example, Child A is crying

because....rather than just Child A is crying. I recorded all of my narrative observation in 20 minutes. I found this method a bit boring just writing all the time and Child A knew I was watching him I think and this may have put him off being himself or made him excited by the attention. If I did a narrative written again I wouldn't want to do it for 20 mins. Child A is all around the nursery and I was just following him about and I think it was too long and you can't really do much else or you would miss something and it may as well be a snapshot then! I can do this type of method easily though and it is simply writing what you see so it is straightforward. I think I need to practice as this may useful if a child is being assessed or monitored for any special educational need or disability as other professionals would get it as there is no jargon. I collected enough information to evaluate against the EYFS so I would be able to look at expressive arts and draw some conclusions by doing this type of observation method.

The third method I used was a post it method. I found this method the easiest and it is what the practitioners use in the setting a lot so I have used this before too so it was a useful method as I am familiar with how to use it to plan and to assess/monitor as well. Could get better at this type of observation as it is easy not to concentrate and just say things like playing outside or sitting in the sandpit and that is not very helpful because it doesn't tell you anything so whilst I think there is more detail in a narrative this one might not have enough and if you don't like writing you might not really be sharing enough information to help the child at all or the practitioner to plan. Progress, I did try but not all of this was new learning for Child A and I feel that I may have written too much. As I get better with more practice and I can reflect on my goals and targets for improvement through reflection I will improve my observational skills and I will have a better understanding of what methods are best for certain situations too.

- 2(b)** Suggest ways that you could engage with continuing professional development (CPD) to improve **your own** observational practice and skills.

**[12 marks]**

I need to practice using all of the different observations methods as this is the best way of knowing what my own strengths and weaknesses actually are. I don't know at the moment because I haven't done enough observations and I haven't used a variety of observation methods to record children's development either. So my CPD plan would be to observe more and to use a variety of observation methods then to reflect and see what methods I can do and what I need more practice with. I would also like to follow my mentor for a day to see how they do the tapestry, they are always putting new information on to a child's tapestry and they ask me for any feedback which is nice but I don't really understand how the observation, the tapestry and the next steps works together, so that would be another key point for professional development. Finally, I would like to do more planning and next steps work so that I can see the whole picture, I don't always like observing but I love planning so I need to make the connections there! I also know that observations need to be stored securely so confidentiality is important, I need to learn more about why and how and also how observations support assessment and team work in the EYFS.

# Assignment 3

## Observation and Assessment of Children in Settings

### Part 2

Answer **all** questions in the spaces provided.

You should spend the first part of this assessment reading the observation data provided in the insert.

You should do this before attempting to answer the questions.

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- 1(a)** Identify and describe the **three** different methods of observation used to assess George's mathematical development (provided in the insert). **[6 marks]**
- 1(b)** Explain the purpose of each of the **three** methods of observation identified in **1(a)** in the assessment of children. **[9 marks]**
- 2** Analyse each of the **three** observations to draw conclusions about whether George is meeting the expected milestones in **mathematics** in relation to the current requirements of the early education curriculum. **[20 marks]**
- 3** Use your analysis of the observations to discuss the next steps for George's **mathematical** development. **[20 marks]**
- Give examples of suitable educational activities or opportunities to support your answer. **[20 marks]**



## Part 2 Insert: Observation data

### Observation 1

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<b>Name of child:</b>	George
<b>Date of observation:</b>	25 May 2021
<b>Age of child (in years and months):</b>	2 years 6 months
<b>Development/Curriculum Links :</b>	Mathematics
<b>Place of observation:</b>	Cooking area of the nursery
<b>Time of observation:</b>	10.00 am–10.30 am

#### Aim of the observation

The aim of the observation is to observe George (G) during a cooking activity in order to assess mathematical development.

Objectives:

- to observe mathematical development (number, shape, space and measure)
- to assess development levels and needs of G in order to plan for next steps.

#### Introduction

The observation takes place in the area of the nursery where the cooking activities take place. Four children and the Early Years Practitioner (EYP) are preparing to make biscuits. This observation will focus on G.

<b>Observation</b>	
	<p>The EYP and four children including G are sitting around the table with the ingredients and equipment required to make the biscuits:</p> <ul style="list-style-type: none"> <li>• butter</li> <li>• sugar</li> <li>• four eggs</li> <li>• flour.</li> </ul>
<b>G</b>	G reaches out to get the wooden spoon on the table, with right hand in palmar grasp, and holds tightly on to it. Child B attempts to take the spoon but G will not give it to Child B.
<b>EYP</b>	The EYP explains what is going to happen during the session and begins the activity.
<b>EYP</b>	“We will follow the recipe and mix the ingredients we have on the table to make biscuits. We will all share and take turns to measure and stir the mixture. It is important to measure things so that we have the correct amount and the biscuits will work properly.”

  

<b>G</b>	G looks at the things on the table and names eggs, butter, flour, sugar. There are four eggs.
<b>EYP</b>	“How many eggs are there?”
<b>G</b>	“1, 2, 3, 4, 5, 6” in rapid succession without counting the eggs individually.
<b>EYP</b>	“We need to mix together the butter and sugar. We need half of the butter and a cup full of sugar.” EYP cuts the slab of butter in half. “G, can you put half of the butter into the mixing bowl please?”
<b>G</b>	G picks up one half and puts it into the bowl. The EYP approves. Child A fills a cup full of sugar. “The cup is full of sugar.”
<b>EYP</b>	Child B is asked to put the sugar into the bowl and completes the task. “G, could you please stir the mixture?” G does so using two hands to grip and move the spoon.
<b>EYP</b>	“G, could you please let Child C have a turn to stir the mixture?”
<b>G</b>	“No I want to do it.” G refuses to share.
<b>EYP</b>	The EYP persuades G to pass on the spoon. “We will put the eggs in now. How many eggs do we have?”
<b>G</b>	“1, 2, 3, 4, 5” G counts out loud but does not actually count the eggs.
<b>G</b>	Each child is given an egg to put into the mixture. G picks up an egg. “This egg is heavy.”
	G holds the egg with left hand bangs the egg on the side of the cup. The cup begins to move. G holds the handle with right hand and keeps the cup still. G hits the egg on the side of the cup and puts both thumbs on the egg where it has started to crack. G holds onto the shell as the egg goes into the cup. The children take turns to stir the mixture.

<b>EYP</b>	The EYP takes the mixture from the bowl and puts it onto the table to be rolled out. Each child takes a turn to use the rolling pin and the biscuit mixture is rolled flat. The EYP gets out a set of 4 different sized cutters. "Which is the biggest cutter?"
<b>G</b>	G selects the biggest of the cutters and hands it to the EYP. G begins to play with the cutters and put them inside each other, starting with the smallest and works up to the biggest. The children take turns to position the cutters onto the biscuit mixture. G looks at the rolled out biscuit mixture and decides where to place the cutter. As each child takes turns, the spaces to cut become less. When it comes back to G to take a turn, G looks at the dough left between the spaces and fits the selected cutter onto the dough.
<b>EYP</b>	The children take turns to place biscuits into the baking tray. The EYP tells the children that she will put the biscuits into the oven for 10 minutes and puts on a timer. All the children help to clear up the activity.
<b>G</b>	G wants to wash up as water is a favourite activity. When the bell rings on the timer, G calls out. "Ten minutes. Ten minutes."

## Observation 2

<b>Name of child:</b>	George
<b>Date of observation:</b>	26 May–1 June 2021
<b>Age of child (in years and months):</b>	2 years 6 months
<b>Development/Curriculum Links :</b>	Mathematics
<b>Place of observation:</b>	Nursery
<b>Time of observation:</b>	Observed over a 5 day period

### Observation

Observed in the five-day period? **Y** = Yes **N** = No **P** = Partly

Area of Learning	Y	N	Comments
<b>Number</b>			
Selects a small number of bricks from the construction tray when asked (eg ' <i>please give me one</i> ', ' <i>please give me two</i> ').		N	The EYP requested two blocks and was given one. G was able to give a second block when asked for another one.
Recites some number names in sequence.	Y		G picks up bricks, counting them as he does so; he recites numbers one to four in sequence. When the EYP asks how many bricks he has, G thinks for several moments but doesn't give an answer.
Creates and experiments with symbols and marks representing ideas of number.		N	G makes marks on paper. Does not name shapes made on paper by the adult. Enjoys playing with shape sorters and inset jigsaw puzzles.
Begins to make comparisons between quantities.		P	When questioned during water play about how many containers were being used G did not respond. Was able to talk about more and less sand.
Uses some language of quantities, such as ' <i>more</i> ' and ' <i>a lot</i> '.	Y		G requests lots of beans during lunch time. Asks for more water during afternoon snack time.
Knows that a group of things change in quantity when something is added or taken away.		N	During a game of skittles, the practitioner took away two skittles which had fallen over. G comments that there are now less skittles standing. When the EYP asked how many skittles are left standing, G says 'some skittles are left'.
<b>Shape Space and Measure</b>			
Notices shapes and shapes and patterns in pictures.		N	The EYP is reading a book about shapes with G in the book corner. G repeats 'circle', 'square', 'star' and 'triangle' when asked by the EYP but cannot name them unaided.
Beginning to categorise objects according to	Y		G is able to put set of four Russian dolls inside each other in sequence with some accuracy and some trial

properties, such as shape or size.			and error.
Begins to use the language of size.	Y		G talks during story about The Smartest Giant in town (Donaldson) being 'very big and high'.
Understands some talk about immediate past and future (eg ' <i>before</i> ', ' <i>later</i> ' or ' <i>soon</i> ').	Y		EYP spoke about going outside later and G nodded and repeated 'later, milk first.'
Anticipates specific time-based events, such as mealtimes or home time.	Y		During pretend play with small Duplo, G refers to bedtime when putting a Duplo man to bed.

### Observation 3

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<b>Name of child:</b>	George
<b>Date of observation:</b>	26 May-1 June 2021
<b>Age of child (in years and months):</b>	2 years 6 months
<b>Development/Curriculum Links :</b>	Mathematics
<b>Place of observation:</b>	Nursery
<b>Time of observation:</b>	Observed over a 5 day period

## Student Evidence

### Observation

When playing with a small group of children, G recited numbers 1–7 in rapid succession when playing with the Lego construction blocks. G did not count the number of blocks accurately.

When playing ‘Kim’s Game’ (objects on a tray and one removed), G identified the missing object correctly on 3 out of 4 occasions.

G was playing with the jigsaws and easily completed a six-piece jigsaw. G was playing with the shapes jigsaw and placed a circle and a square into the correct shape when asked to do so. G was able to insert 8 different shapes into the correct places and could match them accurately and quickly.

G joined in the gardening activity and was watering the broad beans. G was asked which bean was little and which was big and pointed accurately to the appropriate bean.

After G’s father had dropped him off at nursery, G stated that “Daddy will be back later”. G asked for a story and selected his favourite book about tractors.

When playing in the sand, G spoke about one container being full and another being empty. He used the diggers in the sand to make tracks.

After lunch G said “Daddy coming soon.”

G was playing with cars and garage. G sorted the cars into one space on the garage roof and all of the lorries onto another area on the floor of the garage.

When playing in the home corner, G set out 4 cups with 4 saucers. One blue, one red, one yellow, one green. G did not set them out to match together.

1(a) The three methods are narrative, a checklist and a post it observation. Narrative are straightforward written accounts that record everything you see, like a camera.

The next method is checklist. Checklists list the outcomes or stages and then the practitioner can tick them off. So if G was expected to be able to ‘count to 10’, for example, and the practitioner saw it then they could tick it off in the checklist, but without describing what the practitioner saw you may

not be able to tell parents/carers or other professionals about the checklist as you may forget when you saw it.

1(b) **Narrative observations** are simple records but I think they are time consuming and boring and so not many practitioners do them and I see why, however, when sharing information with other professionals or even in court, a narrative record would make more sense if you didn't work in an early years setting I think.

The **checklist** is easy, but as I said before, this will only give you a tick and no explanation, which isn't that helpful. Also, if a practitioner didn't take it seriously they might just tick or not tick without careful thought, it is better though to use over a period of time as in this case, because it will be more reliable I think.

Post it observations can record special events or meaningful events that jump out at the observer. I like these as they are quick and carry a lot of meaning in relation to learning in the EYFS.

Q(2) I am going to try to analyse the observations on George. This means that I will think about what I have learned about George's mathematical learning and development and use these conclusions to plan and be able to add reason to my planning by explaining why I have chosen certain activities for George. If I can explain why I have selected certain activities it will make partnership work, including partnership with parents/carers a bit easier, and I will have all of the information at my fingertips.

Observation 1: When George was cooking, the practitioner used mathematical language like weight, size, counting/number and time and some chances for George to work things out were introduced to get him thinking.

Counting/number: G can count to 7 but doesn't understand number correspondence, for example, he doesn't understand the concept of the word "two", as he couldn't count in context, he could just count.

**Fractions: able to identify simple fractions such as half.**

**Time:** Concept of time introduced through 'the bell'.

Links with expected milestones in mathematics:



- recites some number names in sequence
- makes some comparisons between quantities
- anticipates specific time-based events, such as mealtimes or home time.

Observation 2 checklist also highlights the random counting rather than knowing that there are two books, for example, George would just count with no thought for what he was counting. George is able to understand some simple fractions and also shows an awareness of time and even better awareness of size.

In the third observation, George enjoyed playing Kim's game and he got 3 out of the 4 correct.

Q3. I am now going to use the analysis of the observations to plan next steps for George's mathematical development:

1. Activities that give George the chance to practice his counting, such as beads, buttons, cars anything he is interested in, action rhymes and singing would be good too and I would liaise with others including parent/carers for consistency and to extend home learning and strengthen partnership working.
2. Cooking. George enjoyed this so he could be introduced to or practice and develop concepts and mathematical language/terminology.

## **Examiner commentary**

### **Part 1**

#### **1A**

The three observations have been submitted to meet the base line knowledge requirements of the assignment. Each observation is presented in a logical way showing an adequate understanding of relevant techniques associated with observation approaches applied within the sector. The student demonstrates skills and knowledge of the relevant concepts to demonstrate an acceptable breadth and depth of knowledge and understanding expected of the Early Years Educator when observing young children.

#### **1B**

**2a)** The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector and generally offers a mainly descriptive account of the methods selected. They demonstrate a basic and adequate understanding of relevant knowledge and how it informs practices of the sector, whilst demonstrating a baseline understanding of approaches to observation. The evidence provided demonstrates a working awareness of the observation cycle in practice, such as reference to the tapestry model, engaging theory and practice. The student demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector, including a basic awareness of models of reflection, for example, that knowledge is shown with regard to own strengths/weaknesses.

**2b)** The evidence is logical but displays baseline knowledge in response to the demands of the brief. The student makes acceptable use of relevant concepts to improve own skills and attempts to demonstrate breadth and depth of knowledge and understanding. The student is able to identify information from appropriate sources and makes use of appropriate information and appraises relevancy of information and can combine information to make decisions. For example, making progress towards solving problems in context when observing children, including work shadowing, practice of skill and also increasing own knowledge of how the staff in early years settings use observations to meet children's holistic needs.

## **Part 2**

### **1A**

The student makes some use of relevant knowledge and understanding of how observation methods be used to support individual children's learning and development and how these can inform practices within the sector and demonstrate a baseline understanding of approaches. An awareness of the benefits of observation to holistic development is evident, and the purpose for tracking is further explored. The student shows an adequate understanding of unstructured problems, using limited knowledge to find a solution and makes justification for strategies, including how observations can strengthen and support partnership working.

### **1B**

The student offers a logical but baseline level of understanding with regards to the different types of observation and how these are used in the context of the brief.

The student demonstrates basic knowledge and understanding of the different methods used and shares insight into their strengths and weaknesses in practice. For example, the student describes how a fuller observation method, such as a narrative observation, can be time consuming for the early years member of staff to complete. However, the student also explains that this can be considered as a benefit as it provides further detail as part of a narrative when sharing with parents/carers and other professionals, as appropriate. There is also an appreciation of the shortfalls of the checklist if not completed over time with purposeful comments.

Whilst there is some well-informed reasoning from practice demonstrated in the student's response, the comments are often general.

Overall, there is an acceptable use of approaches and relevant concepts relating to observation with appropriate breadth and depth of knowledge and understanding in their description at this level.

### **Q2**

The student has presented their response in a logical way, considering each observation in relation to G's stage, interest and needs. The student makes some use of relevant knowledge and understanding of how the observation records inform practice. For example, each observation has been concluded with an acceptable understanding of relevant knowledge to draw overall conclusions and make justification for strategies, explaining their reasoning in the context of the observation.

### **Q3**

The student makes some use of relevant knowledge and understanding to inform practice, including information around next steps planning, and building on the response offered in Q2. The student is able to identify information from appropriate sources and makes use of appropriate information to outline two experiences that would suit G in his development. The student also considers and demonstrates skills and knowledge of the relevant concepts and techniques reflected in the sector when considering the importance of team collaboration, as well as involving parents/carers.

## 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:

<p><b>Pass</b></p> <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 these problems and make justification for the strategies they use to resolve them, explaining their reasoning.</p> <p>EYE only – demonstrates achievement of all EYE criteria.</p>
<p><b>Distinction</b></p> <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</p>

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.

## Document information

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Owner: Head of Assessment Design

## Change History Record

Version	Description of change	Approval	Date of Issue
v2.2	Published draft version		August 2020
v3.0	Published final version		01 September 2020
v4.0	T Level branding updated		December 2020
v4.1	Version, branding and formatting final updates		February 2021
v4.2	NCFE rebrand.		September 2021
v4.3	ODSR_EC_375 SAM alignment amendment	February 2022	March 2022