



# T Level Technical Qualification in Education and Childcare

**Occupational specialism assessment (OSA)**

**Assisting Teaching**

Assignment 2 -

Tutor guidance

# Contents

<b>Assignment 2 -</b>	<b>1</b>
<b>Tutor guidance</b>	<b>1</b>
<b>Guidance for Tutors</b>	<b>3</b>
<b>Structured observations</b>	<b>13</b>
Structured observation 1: Support the class teacher to engage pupils in planned activities promoting literacy development	14
Mapping to criteria	14
Structured observation 1: Marking criteria	15
Structured observation 2: Promote effective, inclusive teaching, learning and assessment opportunities for pupils	36
Mapping to criteria	36
Structured observation 2: Marking criteria	37
Structured observation 3: Facilitate educational experiences to support holistic learning and wellbeing	66
Mapping to criteria	67
Structured observation 3: Marking criteria	69
<b>Document information</b>	<b>91</b>
Change History Record	91

## Guidance for Tutors

These assessments are designed to test to what extent a student can meet the key skills and underpinning knowledge required to successfully work as a Teaching Assistant.

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

The assessment consists of: Assignment 2: Structured observations.

This assessment must be completed, along with all other required assessments, for a student to achieve a Technical Qualification for the Assisting Teaching Occupational Specialism.

## Purpose

Assignment 2 is designed to assess important aspects of a student's achievement. It assesses the student's level of attainment against the important skills in the performance outcomes of the Technical Qualification, and contributes, along with Assignments 1 and 3, to the student's overall grade.

## Timing

Assignment 2 must be taken in a 3 month window at the end of delivery, from the beginning of February to the end of April, to ensure that the student has developed all the skills and knowledge they will need to achieve the best possible mark in this assessment.

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

	Sep-20	Oct-20	Nov-20	Dec-20	Jan-21	Feb-21	Mar-21	Apr-21	May-21	Jun-21	Jul-21	Aug-21	Sep-21	Oct-21	Nov-21	Dec-21	Jan-22	Feb-22	Mar-22	Apr-22	May-22	Jun-22	Jul-22	Aug-22
Go live																								
Student registration																								
Core content delivery																								
Core assessment entry cut-off																								
Core exam																								
Core ESP																								
Core assessment results																								
Industry placement																								
OS Assignment 1																								
OS Assignment 2																								
OS Assignment 3																								
Assignment 2 moderation																								
OS results																								

## Planning for the structured observations

Assignment 2 consists of 3 separate structured observations. Each observation must be carried out once, and observed by the Provider-appointed Assessor. As the skills are real and occupationally valid, they can only be observed on the industry placement.

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

All 3 observations must be completed, for all students, during the specified 3 month window, between 1 February and 30 April in the final year of that cohort's delivery.

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

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

The observations are marked. Assessors must carry out the observations and award a mark against each criteria, giving a final total for that observation. The total marks achieved by the student across all 3 observations will be counted towards their final grade for the Occupational Specialism.

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

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

NCFE recognises that real industry placement activities cannot always be predicted, and there are 2 possible outcomes where a criteria expected to be observed has not emerged:

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

## **Provider-appointed Assessors**

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

## **Moderation**

Assignment 2 is marked by the Provider and moderated by NCFE. This is detailed below.

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

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

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

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

## **Moderation – Assignment 2**

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

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

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

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

Following moderation, the Moderator will record their marks for the sample of students. There will be 3 potential outcomes from this activity:

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

### **Planning and recording forms**

This pack includes the mandatory forms which must be used by Providers to gather evidence for Assignment 2 to make a final marking decision.

All mandatory forms and final marks must be submitted to NCFE by the submission deadline in the final year of the T Level<sup>1</sup> qualification.

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

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

#### **Observation Planning Form**

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

#### **Observation of Skills Recording Form**

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

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<sup>1</sup> T Level is a registered trademark of the Institute for Apprenticeships and Technical Education

## **Professional Discussion Form**

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

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

## **Criteria Assessor judgement guidance and assessment justification**

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

## **Final Mark Form**

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

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

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

## **Assignment 2: Recording Forms**

### Occupational Specialism: Assisting Teaching

#### **Assessor instructions**

Please complete the details below clearly and in BLOCK CAPITALS.

Student name \_\_\_\_\_

Provider name \_\_\_\_\_

Student number  Provider number

Student signature \_\_\_\_\_

Assessor signature \_\_\_\_\_



# Observation Planning Form

<b>Student name</b>		<b>T Level Technical Qualification in Education and Childcare (603/5829/4)</b>	
<b>Assessor name</b>		<b>Provider</b>	<b>Employer</b>
<b>Planned activity</b>		<b>Structured observation number and criteria to be covered</b>	
<b>Assessor signature</b>		<b>Date</b>	

# Observation of Skills Recording Form

<b>Student name</b>		<b>Date</b>	
<b>T Level Technical Qualification in Education and Childcare (603/5829/4)</b>			
<b>Assessor name</b>			
<b>Observation number</b>			
<b>Record of observation</b>			<b>Criteria</b>
<b>Student name and signature</b>		<b>Date</b>	
<b>Assessor name and signature</b>		<b>Date</b>	

# Professional Discussion Form

<b>T Level Technical Qualification in Education and Childcare (603/5829/4)</b>		<b>Student name</b>	
<b>Date and time of discussion</b>		<b>Assessor name</b>	
<b>Observation number</b>			

<b>Record of the discussion. Please include:</b> <ul style="list-style-type: none"> <li>• people present</li> <li>• what you discussed/questions/answers</li> </ul>		<b>Criteria</b>	
<b>Student signature</b>		<b>Date</b>	
<b>Assessor signature</b>		<b>Date</b>	

# Final Mark Form

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

## **Structured observations**

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

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

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

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

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

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

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

## **Structured observation 1: Support the class teacher to engage pupils in planned activities promoting literacy development**

### **Description of activity and intended coverage:**

In this activity, the student will be expected to support the development of pupils' literacy in a way that is appropriate to their age and stage. This could include:

- supporting the class teacher in the delivery of a whole-class literacy lesson, moving between pupils to check for understanding and encouraging them to maintain focus, monitoring their progress and liaising with the teacher as appropriate
- working with a group of pupils in a literacy activity
- working with a small group of pupils requiring additional literacy support, for example those with English as a second language or those needing more targeted support.

Through structured observation 1, the student should:

- model behaviour to encourage positive behaviour and promote self-esteem in pupils
- liaise with the class teacher and follow the approach and role assigned in the lesson plan
- adhere to school policies, in particular those concerned with safeguarding including Prevent, online safety and health and safety
- work with children in small and large groups to encourage engagement, including those children with English as an additional language if relevant
- use a range of strategies to support the development of literacy and to improve pupils' confidence in reading, writing and the accurate use of spelling, punctuation and grammar
- use techniques such as scaffolding and open questioning to support learning
- implement safe and nurturing teaching and learning opportunities, offering clear instruction and making use of pedagogical strategies that encourage independence in learning, and managing situations where children are disappointed as well as proud of their achievements
- use own subject content knowledge to support, extend and enhance learning opportunities.

### **Mapping to criteria**

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

<b>S1.8</b>	<b>S1.9/2.9</b>	<b>S1.10</b>	<b>S1.11</b>	<b>S1.12</b>	<b>S2.8</b>	<b>S2.13</b>	<b>S2.15</b>
<b>S2.17</b>	<b>S3.26</b>	<b>S3.28</b>	<b>S3.33/4.18</b>	<b>S3.36</b>	<b>S3.40</b>	<b>S4.18</b>	<b>S4.21</b>

## Structured observation 1: Marking criteria

<b>Specification reference</b>	S1.8
<b>Criteria</b>	Work closely with teachers to ensure own contribution aligns with the teaching.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• working within boundaries of own role within lessons in line with teacher's expectations</li> <li>• understanding of the lesson plan and the learning objectives.</li> </ul>
<b>Professional discussion allowed?</b>	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 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 lesson in line with agreed objectives and lesson planning.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

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

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>Considerable contribution when giving feedback on pupil progress and sharing ideas to plan next steps.</p>	<p>Highly effective communication with teacher, with reliability and flexibility demonstrated in line with teacher's 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				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				



<b>Specification reference</b>	S1.10
<b>Criteria</b>	Provide clear and accurate explanations of instructions, processes and concepts.
<b>Assessed skills</b>	The student has provided: <ul style="list-style-type: none"> <li>• clarification of purpose and expectations</li> <li>• a breakdown and rewording of complex ideas</li> <li>• demonstration of process and concepts in action.</li> </ul>
<b>Professional discussion allowed?</b>	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited ability to provide clear and accurate explanations of instructions, processes and concepts to pupils.	Consistently provides clear and accurate explanations of instructions, processes and concepts to pupils.	Effective communication within explanations that supports pupils' accurate understanding related to instructions, processes and concepts.	Highly effective communication through use of differentiated explanation that supports each pupil's accurate understanding related to instructions, processes and concepts.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.11
<b>Criteria</b>	Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• introducing and using the appropriate terminology for the subject area or topic</li> <li>• using appropriate strategies to check understanding – either prompts or questioning techniques.</li> </ul>
<b>Professional discussion allowed?</b>	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 pupil's understanding.</p>
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.12
<b>Criteria</b>	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• consistency in following the setting's behaviour management policy strategies</li> <li>• clarification of classroom rules to pupils</li> <li>• fairness when reinforcing positive behaviour</li> <li>• timely response to challenging behaviour.</li> </ul>
<b>Professional discussion allowed?</b>	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	
This criteria should be assessed through direct observation of the skill.	
Final mark	

<b>Specification reference</b>	S2.8
<b>Criteria</b>	Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• following the lesson plan/learning objectives agreed with the teacher</li> <li>• ensuring pupils' motivation and interest is maintained</li> <li>• supporting and challenging pupils appropriately</li> <li>• ensuring inclusion of all pupils.</li> </ul>
<b>Professional discussion allowed?</b>	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 skillfully with small groups to ensure high levels of engagement and inclusion.</p> <p>Confidence shown in differentiating to motivate, engage and skillfully 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	

<b>Specification reference</b>	S2.13
<b>Criteria</b>	Use appropriate strategies to enable pupils to access and engage in learning.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• appropriate scaffolding to support and engage pupils in learning</li> <li>• explanation of instructions and questioning techniques to check understanding</li> <li>• modelling use of practical equipment or resources.</li> </ul>
<b>Professional discussion allowed?</b>	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 appropriately 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 support and engage 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 support and engage each pupil in learning.</p> <p>Confidently differentiates modelling and questioning techniques to explain instructions and check each pupil's understanding.</p>
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S2.15
<b>Criteria</b>	Support the development of literacy using appropriate strategies for the context.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>the use of systematic synthetic phonics: <ul style="list-style-type: none"> <li>teaching letter sounds before pupils are introduced to books</li> </ul> </li> <li>developing reading for meaning: <ul style="list-style-type: none"> <li>reviewing key vocabulary and previewing text before reading</li> <li>asking pupils to make predictions about what they are reading</li> <li>asking pupils to summarise the text in their own words</li> <li>asking questions to check understanding</li> </ul> </li> <li>encouraging reading for enjoyment: <ul style="list-style-type: none"> <li>involving parents and carers in reading at home</li> </ul> </li> <li>providing specific feedback on the accurate use of spelling, punctuation and grammar: <ul style="list-style-type: none"> <li>helping pupils to select and use appropriate resources, eg dictionaries</li> </ul> </li> <li>widening pupils' vocabulary: <ul style="list-style-type: none"> <li>maintaining a language-rich environment</li> </ul> </li> <li>improving pupils' confidence in reading and writing: <ul style="list-style-type: none"> <li>using praise and feedback</li> <li>encouraging pupils to rehearse talking about what they are going to write.</li> </ul> </li> </ul>
<b>Professional discussion allowed?</b>	Yes



Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Engages in educational learning experiences that are relevant to literacy development and in line with the class teacher's objectives.</p> <p>The professional discussion is limited to the age range observed and the student is unable to develop the range of literacy development and strategies that can be utilised outside of this age/stage.</p>	<p>Engages confidently with the class teacher's planned strategies to support literacy development in context, making use of naturally occurring opportunities to extend learning as appropriate.</p> <p>The professional discussion evidences the student's understanding of literacy development across the national curriculum but examples are limited to the age range of the industry placement.</p>	<p>Engages confidently with the class teacher's planned strategies to support literacy development in context, making use of naturally occurring opportunities to extend learning as appropriate. The student is able to adapt strategies to meet the needs of individual pupils.</p> <p>The professional discussion evidences the student's understanding of literacy development across the national curriculum and can offer relevant examples.</p>	<p>Engages confidently with the class teacher's planned strategies to support literacy development in context with a group of children, making use of naturally occurring opportunities to extend and motivate literacy as appropriate. The student is able to adapt strategies to meet the needs of individual pupils and encourages, values and inspires pupil contribution.</p> <p>The professional discussion evidences the student's understanding of literacy development across the national curriculum and can offer relevant examples. The student is able to discuss benefits of working in partnership, including with parents/carers and other colleagues.</p>

### Assessment justification

A professional discussion may be used to supplement the structured observation. For example, where technology has not been applied in the literacy session, students should be questioned on policy and safeguarding as well as considering how technology may enhance the educational experience for pupils. It may be that the session is planned for younger children such as phonics at Key Stage 1, with more grammatical construction implied at Key Stage 2 and so on. In order that the student embraces literacy development across the age range, they must be prepared to discuss opportunities for literacy development across the national curriculum by offering relevant learning experiences.

The Assessor must encourage discussion to cover the range of literacy development across the age/stage and levels identified here:

- the use of systematic synthetic phonics
- reading
- encouraging reading for enjoyment
- providing specific feedback on the accurate use of spelling, punctuation and grammar
- widening pupils' vocabulary
- improving pupils' confidence in reading and writing
- encouraging pupils to rehearse talking about what they are going to write.

<b>Final mark</b>	
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<b>Specification reference</b>	S2.17
<b>Criteria</b>	Identify and use unplanned opportunities to develop mathematical understanding as they arise.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• recognition and use of unplanned opportunities to develop mathematical understanding</li> <li>• skills to develop and extend pupils' mathematical understanding.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

<b>Specification reference</b>	S3.26
<b>Criteria</b>	Participate in digital safety and cyber-bullying initiatives.

<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• compliance with legislation and school policy</li> <li>• keeping knowledge up-to-date to be able to identify potential online risks</li> <li>• contributing to the safeguarding of pupils.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>The student is able to contribute to digital safety.</p> <p>There is limited awareness of school policy, guidance and cyber-bullying initiatives.</p>	<p>The student is able to contribute to digital safety and can confidently discuss the school's policy to keep pupils safe online.</p> <p>There is limited knowledge around cyber-bullying initiatives.</p>	<p>The student is able to contribute to digital safety and can confidently discuss the school's policy to keep pupils safe online, offering examples of how this can be achieved during online activities.</p> <p>There is knowledge around cyber-bullying initiatives.</p>	<p>The student is able to contribute to digital safety in line with policy and procedure and can confidently discuss action taken to comply with the school's policy to keep pupils safe online.</p> <p>There is knowledge around cyber-bullying initiatives and the student can discuss ways that the school is supporting safety online to minimise the impact of cyber-bullying in education.</p>

Assessment justification	
<p>The student must contribute to the safeguarding of pupils at all times and this should be observable. However, professional discussion can be used to allow opportunity for range coverage:</p> <ul style="list-style-type: none"><li>• ensure compliance with legislation and school policy</li><li>• keep knowledge up-to-date to be able to identify potential online risks</li><li>• contribute to the safeguarding of pupils.</li></ul>	
Final mark	

<b>Specification reference</b>	S3.28
<b>Criteria</b>	Ensure pupils use technology safely.
<b>Assessed skills</b>	<p>The student has demonstrated the following:</p> <ul style="list-style-type: none"> <li>• follows setting's policies and procedures for use of technology</li> <li>• supervises students to use equipment correctly</li> <li>• only uses school devices as they will have appropriate filters applied</li> <li>• raises pupils' awareness to risks if they arise.</li> </ul>
<b>Professional discussion allowed?</b>	No

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Inconsistent adherence with the setting's 'use of technology' policies, and requires prompting.	Adheres to the setting's 'use of technology' policies and procedures consistently with minimal prompting.	Consistently adheres to the setting's 'use of technology' policies and procedures without prompting and is confident talking to pupils to raise an awareness of E-safety as appropriate.
Assessment justification			
This criteria should be assessed through direct observation of the skill.			
<b>Final mark</b>			

<b>Specification reference</b>	S3.33, S4.18
<b>Criteria</b>	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• role modelling positive relationships, empathy and care for others</li> <li>• praise and encouragement to recognise achievement</li> <li>• giving pupils opportunities to be independent and take ownership of their learning.</li> </ul>
<b>Professional discussion allowed?</b>	Yes, but 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 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	
<p>This criteria should be assessed through direct observation of the skill.</p> <p>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.</p>	
Final mark	



<b>Specification reference</b>	S3.36
<b>Criteria</b>	Support pupils in managing failure and disappointment.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• developing an environment where pupils' best efforts are recognised</li> <li>• promoting pupils' resilience by supporting pupils to manage own failure and disappointment and to learn from experiences.</li> </ul>
<b>Professional discussion allowed?</b>	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				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S3.40
<b>Criteria</b>	Model professional behaviours.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>punctuality and appropriate personal presentation</li> <li>courtesy and respect for others.</li> </ul>
<b>Professional discussion allowed?</b>	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			
This criteria should be assessed through direct observation of the skill.			
<b>Final mark</b>			

<b>Specification reference</b>	S4.21
<b>Criteria</b>	Promote equality of opportunity and anti-discriminatory practice.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>ensuring pupils' individual needs and interests are considered in planning and provision of resources</li> <li>celebrating diversity of culture and family backgrounds within the setting</li> <li>modelling appropriate behaviour and where appropriate is confident to challenge discrimination.</li> </ul>
<b>Professional discussion allowed?</b>	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				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

## Structured observation 2: Promote effective, inclusive teaching, learning and assessment opportunities for pupils

### Description of activity and intended coverage:

During this observation, the student may be working with an individual pupil or a small group of pupils and will follow guidance from the class teacher to deliver targeted interventions that support a specific need or to support progress.

Through structured observation 2, the student should:

- liaise with the class teacher to differentiate teaching and learning objectives and agree and apply pedagogical approaches and strategies that meet the individual needs of pupils
- make use of summative and formative assessment to inform their approach and inform the class teacher of progress towards objectives
- encourage pupils to take pride in achievement and manage their disappointments in a way that builds resilience and helps them develop learning strategies
- apply own subject knowledge and pedagogical understanding to enhance and extend learning, making use of unplanned opportunities for extending mathematical concepts and wider knowledge and understanding as appropriate
- use and adapt records including EHC plans to inspire active pupil participation, working in line with policy
- model behaviour to encourage positive behaviour and promote self-esteem in pupils.

### Mapping to criteria

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

<b>S1.8</b>	<b>S1.9/2.9</b>	<b>S1.10</b>	<b>S1.11</b>	<b>S1.12</b>	<b>S2.7</b>	<b>S2.8</b>	<b>S2.13</b>	<b>S2.14</b>	<b>S2.17</b>	<b>S2.18</b>
<b>S2.19</b>	<b>S3.25</b>	<b>S3.33/4.18</b>	<b>S3.36</b>	<b>S3.37</b>	<b>S3.40</b>	<b>S4.13</b>	<b>S4.14</b>	<b>S4.17</b>	<b>S4.21</b>	

## Structured observation 2: Marking criteria

<b>Specification reference</b>	S1.8
<b>Criteria</b>	Work closely with teachers to ensure own contribution aligns with the teaching.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>working within boundaries of own role within lessons in line with teacher's expectations</li> <li>understanding of the lesson plan and the learning objectives.</li> </ul>
<b>Professional discussion allowed?</b>	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 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 lesson in line with agreed objectives and lesson planning.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.9, S2.9, Contributing to the assessment process
<b>Criteria</b>	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• communication with the teacher that is appropriate to the circumstances</li> <li>• sharing ideas to plan next steps</li> <li>• providing feedback on pupil progress.</li> </ul>
<b>Professional discussion allowed?</b>	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				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.10
<b>Criteria</b>	Provide clear and accurate explanations of instructions, processes and concepts.
<b>Assessed skills</b>	<p>The student has provided:</p> <ul style="list-style-type: none"> <li>• clarification of purpose and expectations</li> <li>• a breakdown and rewording of complex ideas</li> <li>• demonstration of process and concepts in action.</li> </ul>
<b>Professional discussion allowed?</b>	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited ability to provide clear and accurate explanations of instructions, processes and concepts to pupils.	Consistently provides clear and accurate explanations of instructions, processes and concepts to pupils.	Effective communication within explanations that supports pupils' accurate understanding related to instructions, processes and concepts.	Highly effective communication through use of differentiated explanation that supports each pupil's accurate understanding related to instructions, processes and concepts.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.11
<b>Criteria</b>	Use appropriately varied vocabulary for age and developmental stage to ensure pupils' understanding.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• introducing and using the appropriate terminology for the subject area or topic</li> <li>• using appropriate strategies to check understanding – either prompts or questioning techniques.</li> </ul>
<b>Professional discussion allowed?</b>	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				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				



<b>Specification reference</b>	S1.12
<b>Criteria</b>	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• consistency in following the setting's behaviour management policy strategies</li> <li>• clarification of classroom rules to pupils</li> <li>• fairness when reinforcing positive behaviour</li> <li>• timely response to challenging behaviour.</li> </ul>
<b>Professional discussion allowed?</b>	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 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 peer to peer conflict.</p>

Assessment justification	
This criteria should be assessed through direct observation of the skill.	
Final mark	

<b>Specification reference</b>	S2.7
<b>Criteria</b>	Deliver teaching and learning interventions to support individual pupil progress.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>interventions that are appropriate to the individual(s) in line with teacher agreed strategy.</li> </ul> <p>Examples of interventions may include:</p> <ul style="list-style-type: none"> <li>targeted support</li> <li>catch up support</li> <li>peer support through group work.</li> </ul>
<b>Professional discussion allowed?</b>	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited or inconsistent skills in using interventions that are appropriate to support individual pupil progress, in line with teacher strategy.	Consistent appropriate use of interventions to support individual pupil progress, in line with teacher strategy.	Consistent use of a range of appropriate interventions, used effectively to support individual pupil progress in line with teacher strategy.	Highly effective use of a range of differentiated interventions to support individual pupil progress and effective contribution to teacher intervention strategy discussion.
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S2.8
<b>Criteria</b>	Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• following the lesson plan/learning objectives agreed with the teacher</li> <li>• ensuring pupils' motivation and interest is maintained</li> <li>• supporting and challenging pupils appropriately</li> <li>• ensuring inclusion of all pupils.</li> </ul>
<b>Professional discussion allowed?</b>	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 skillfully with small groups to ensure high levels of engagement and inclusion.</p> <p>Confidence shown in differentiating to motivate, engage and skillfully 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	

<b>Specification reference</b>	S2.13
<b>Criteria</b>	Use appropriate strategies to enable pupils to access and engage in learning.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• appropriate scaffolding to support and engage pupils in learning</li> <li>• explanation of instructions and questioning techniques to check understanding</li> <li>• modelling use of practical equipment or resources.</li> </ul>
<b>Professional discussion allowed?</b>	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 appropriately 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 support and engage 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 support and engage each pupil in learning.</p> <p>Confidently differentiates modelling and questioning techniques to explain instructions and check each pupil's understanding.</p>
Assessment justification				
This criteria should be assessed through direct observation of the skill.				
<b>Final mark</b>				

<b>Specification reference</b>	S2.14
<b>Criteria</b>	Help pupils develop ownership of their learning and education, through student-led approach.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>facilitating pupil feedback on learning, by giving opportunities for pupils to reflect on learning.</li> </ul> <p>Through follow-up discussion, the student has demonstrated understanding of:</p> <ul style="list-style-type: none"> <li>supporting pupils to independently set targets and action plans.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Response shows limited understanding of appropriate actions to support pupils to help set own targets and/or actions.	Response identifies appropriate actions to support pupils to help set own targets and/or actions.	Detailed response, which shows clear understanding of a range of effective strategies to support pupils to set own targets and/or actions.	More detailed response, which discusses a range of effective strategies and their effectiveness in supporting pupils to set own targets and/or actions and encourage pupils' reflection on their own learning.
Assessment justification				
Professional discussion is allowed for assessment of this skill, where the skill cannot be naturally observed in the structured observation.				
<b>Final mark</b>				

<b>Specification reference</b>	S2.17
<b>Criteria</b>	Identify and use unplanned opportunities to develop mathematical understanding as they arise.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>recognition and use of unplanned opportunities to develop mathematical understanding</li> <li>skills to develop and extend pupils' mathematical understanding.</li> </ul>
<b>Professional discussion allowed?</b>	Yes, 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>Skillfully 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.				
<b>Final mark</b>				



<b>Specification reference</b>	S2.18
<b>Criteria</b>	Build professional relationships in order to work collaboratively as part of their role.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• using appropriate language</li> <li>• maintaining appropriate professional boundaries</li> <li>• adhering to rules around confidentiality</li> <li>• communicating in a positive way</li> <li>• monitoring impact of own behaviour on others</li> <li>• being consistent and fair</li> <li>• keeping promises and commitments.</li> </ul>
<b>Professional discussion allowed?</b>	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement	<p>Collaboration is limited. The student does not take time to check understanding of the teaching plan either before or during the lesson and no feedback is offered.</p> <p>Communication with the children is positive and language is appropriate. Positive behaviour is</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson and feeds back how the children managed the task.</p> <p>Communication with the children is positive and language is appropriate. Positive behaviour is modelled throughout and individual pupils are</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson, asking questions to clarify own role and responsibilities in line with objectives and curriculum outcomes. During the lesson, the student encourages individual participation and collaboration and at the end of the lesson, feedback is offered to the class teacher regarding how the children managed the task.</p> <p>Communication with the</p>	<p>Collaboration is evident as the student takes time to check understanding of the teaching plan before the lesson, asking questions to clarify own role and responsibilities in line with objectives and curriculum outcomes, as well as checking individual needs and differentiation strategies, making sure all children have the resources needed. During the lesson, the student encourages individual participation and collaboration and at the end of the lesson, feedback is offered to the class teacher regarding how the children managed the task.</p> <p>Communication with the children is respectful of professional boundaries and language is positive and appropriate, checking the pupils' understanding and contribution/engagement with</p>

	modelled.	encouraged to share their views.	children is positive and language is appropriate. Positive behaviour is modelled throughout.	the task. Positive behaviour is modelled throughout, encouraging pupils to respect the needs of others as appropriate to their age/stage.
<b>Assessment justification</b>				
<p>The Assessor must be able to observe the following positive characteristics of teaching and learning:</p> <ul style="list-style-type: none"> <li>• using appropriate language</li> <li>• maintaining appropriate professional boundaries</li> <li>• adhering to rules around confidentiality</li> <li>• communicating in a positive way</li> <li>• monitoring impact of own behaviour on others</li> <li>• being consistent and fair</li> <li>• keeping promises and commitments.</li> </ul>				
<b>Final mark</b>				

<b>Specification reference</b>	S2.19
<b>Criteria</b>	Work collaboratively with other professionals, for example speech and language therapists, as required as part of a multi-agency approach.
<b>Assessed skills</b>	The student has demonstrated evidence of: <ul style="list-style-type: none"> <li>implementing strategies agreed through collaboration between agencies and teacher, for example strategies on EHCP plan.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Limited understanding is shown of appropriate collaborative working practices with other professionals as part of a multi-agency approach.  Limited or partly accurate examples are given of agencies/professionals schools may need to work with and why/when.	Clear understanding is shown of appropriate collaborative working practices with other professionals as part of a multi-agency approach.  Clear and accurate examples are given of agencies/professionals schools may need to work with and why/when.	Detailed understanding is shown of a range of appropriate collaborative working practices with other professionals as part of a multi-agency approach.  Detailed and accurate examples are given of agencies/professionals schools may need to work with and why/when.
Assessment justification			
Professional discussion can be used to assess this skill where it cannot be naturally observed during the professional discussion.			
<b>Final mark</b>			

<b>Specification reference</b>	S3.25
<b>Criteria</b>	Implement current statutory guidance and legislation linked to safeguarding.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>adherence to current statutory guidance through following the setting's safeguarding policies and procedures.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

Marking bands			
0 marks	1 mark	2 marks	3 marks
No markable achievement.	Limited ability to consistently follow setting's safeguarding policies and procedures without prompting.	Follows setting's safeguarding policies and procedures consistently with minimal prompting	Consistently follows setting's safeguarding policies and procedures without prompting
Assessment justification			
<p>A professional discussion may be used to supplement the structured observation. For example, to expand on online safety where technology has not been applied in the teaching and learning session and to consider generic safeguarding and welfare requirements.</p> <p>The student may reflect on policy and procedures followed in the school for safeguarding and wellbeing.</p>			
<b>Final mark</b>			

<b>Specification reference</b>	S3.33, S4.18
<b>Criteria</b>	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• role modelling positive relationships, empathy and care for others</li> <li>• praise and encouragement to recognise achievement</li> <li>• giving pupils opportunities to be independent and take ownership of their learning.</li> </ul>
<b>Professional discussion allowed?</b>	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>Inconsistent role modelling in relation to positive relationships, empathy and care for others.</p> <p>Limited or inconsistent opportunities are used to praise and encourage pupils to recognise their own achievement.</p> <p>Lacks confidence in recognising opportunities for pupils 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 their own achievement.</p> <p>Recognises situations that provide pupils with 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 their own achievement.</p> <p>Recognises situations that provide pupils with opportunities to be independent and take ownership of their learning.</p> <p>Empowers pupils to reflect and review their own learning and achievement through strategies involving metacognition.</p>	<p>Consistently role models positive relationships, empathy and care for others.</p> <p>Uses opportunities consistently to praise and encourage pupils to recognise their own achievement.</p> <p>Recognises situations that provide pupils with opportunities to be independent and take ownership of their learning.</p> <p>Empowers pupils to reflect and review their own learning and achievement through strategies involving metacognition.</p> <p>Recognises opportunities to promote autonomy and peer to peer learning.</p>

Assessment justification	
<p>Direct observation should be used to assess this criteria.</p> <p>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.</p>	
Final mark	

<b>Specification reference</b>	S3.36
<b>Criteria</b>	Support pupils in managing failure and disappointment.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• developing an environment where pupils' best efforts are recognised</li> <li>• promoting pupils' resilience by supporting them to manage own failure and disappointment and to learn from experiences.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

<b>Specification reference</b>	S3.37
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<b>Criteria</b>	Help pupils to choose realistic goals that are challenging but achievable.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>supporting pupils to create realistic, challenging and achievable targets (eg SMART).</li> </ul>
<b>Professional discussion allowed?</b>	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's approach.</p> <p>Limited responses are given showing no clear understanding of how to support pupils to create realistic, challenging and achievable targets in line with setting's approach.</p>	<p>Appropriately supports pupils to create realistic, challenging and achievable targets in line with setting's 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's approach.</p>	<p>Effectively supports pupils to be highly engaged in creating their own realistic, challenging and achievable targets in line with setting's 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's 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	

<b>Specification reference</b>	S3.40
<b>Criteria</b>	Model professional behaviours.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>punctuality and appropriate personal presentation</li> <li>courtesy and respect for others.</li> </ul>
<b>Professional discussion allowed?</b>	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.			
<b>Final mark</b>			

<b>Specification reference</b>	S4.13
<b>Criteria</b>	Recognise and differentiate approaches to meet pupils' individual needs to support them in accessing the curriculum.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• using different communication methods when working with pupils with SEND, including but not limited to:               <ul style="list-style-type: none"> <li>– visual supports</li> <li>– sign language or British Sign Language</li> <li>– technologies such as augmentative and alternative communication (AAC)</li> </ul> </li> <li>• using a range of strategies to communicate when working with pupils with different needs, including but not limited to:               <ul style="list-style-type: none"> <li>– visual prompts and cues including non-verbal communication</li> <li>– picture exchange communication systems (PECS)</li> <li>– developing vocabulary</li> <li>– developing social skills to support communication</li> </ul> </li> <li>• having a flexible approach in order to respond and adapt to pupils' needs and the situation.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Uses communication appropriate to age/stage of children.	Uses communication and strategies in teaching and learning appropriate to age/stage of children	Uses communication and differentiates strategies in teaching and learning to reflect the age/stage and needs of children to support vocabulary development and social skills.	Uses communication effectively and differentiates strategies 'in action' to support teaching and learning for the age/stage and needs of children. Supports vocabulary development and social skills through inclusive approaches and effective utilisation of resources, materials and equipment.
Assessment justification				
<p>The Assessor must meet criteria through discussion to ensure the student's knowledge and skills to cover the range:</p> <ul style="list-style-type: none"> <li>• using different communication methods when working with pupils with SEND, including but not limited to: <ul style="list-style-type: none"> <li>– visual supports</li> <li>– sign language or British Sign Language</li> <li>– technologies such as augmentative and alternative communication (AAC)</li> </ul> </li> <li>• using a range of strategies to communicate when working with pupils with different needs, including but not limited to: <ul style="list-style-type: none"> <li>– visual prompts and cues including non-verbal communication</li> <li>– picture exchange communication systems (PECS)</li> <li>– developing vocabulary</li> <li>– developing social skills to support communication</li> </ul> </li> <li>• having a flexible approach in order to respond and adapt to pupils' needs and the situation.</li> </ul>				
Final mark				

<b>Specification reference</b>	S4.14
<b>Criteria</b>	Encourage pupils to actively participate in educational tasks and activities consistent with their developmental level, physical abilities and any medical conditions.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• understanding pupils' strengths and areas for development</li> <li>• differentiation of activities to meet pupils' needs and abilities</li> <li>• provision of additional support for identified pupils as required during lessons.</li> </ul>
<b>Professional discussion allowed?</b>	No

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Inconsistent or limited understanding of pupils' strengths and areas for development.</p> <p>Inconsistent or limited ability to differentiate activities to meet all pupils' needs and abilities.</p> <p>Limited confidence when providing additional support for identified pupils as required during lessons.</p>	<p>Consistently and appropriately recognises pupils' strengths and areas for development.</p> <p>Consistent and appropriately differentiates activities to meet most pupils' needs and abilities.</p> <p>Appropriate level of confidence when providing additional support for identified pupils as required during lessons.</p>	<p>Consistently recognises and considers pupils' strengths and areas for development within tasks/activities.</p> <p>Consistently and effectively differentiates activities to meet all pupils' needs and abilities.</p> <p>Confidently provides appropriate additional support for identified pupils as required during lessons.</p>	<p>Effectively considers and incorporates pupils' strengths and areas for development into tasks/activities.</p> <p>Highly effective differentiation within activities to meet pupils' individual needs and abilities.</p> <p>Confidently provides high quality additional support for identified pupils as required during lessons.</p>

Assessment justification	
Direct observation should be used to assess this criteria.	
Final mark	

<b>Specification reference</b>	S4.17
<b>Criteria</b>	Support pupils with disabilities or special educational needs by providing care and encouragement.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• appropriate personal care for pupils with disabilities or special educational needs</li> <li>• medical care for pupils with disabilities or special educational needs if appropriate</li> <li>• actively listening to pupils and providing encouragement.</li> </ul>
<b>Professional discussion allowed?</b>	Yes

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	<p>Inconsistent or limited understanding of appropriate personal and medical care for pupils with disabilities or SEN.</p> <p>Inconsistent or limited understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN with a range of examples.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN with examples.</p>	<p>Consistent clear understanding of appropriate personal and medical care for pupils with disabilities or SEN with a range of examples.</p> <p>Appropriate understanding of ways to ensure active listening and encouragement to pupils with disabilities or SEN with examples.</p> <p>Discussion demonstrates the student understands the importance of providing high quality and appropriate care and encouragement for pupils with disabilities or SEN.</p>

Assessment justification	
Professional discussion can be used to assess this skill where it cannot be naturally observed during the professional discussion.	
Final mark	



<b>Specification reference</b>	S4.21
<b>Criteria</b>	Promote equality of opportunity and anti-discriminatory practice.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>ensuring pupils' individual needs and interests are considered in planning and provision of resources</li> <li>celebrating diversity of culture and family backgrounds within the setting</li> <li>modelling appropriate behaviour and where appropriate is confident to challenge discrimination.</li> </ul>
<b>Professional discussion allowed?</b>	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 evidenced through role modelling.</p>
Assessment justification				
Direct observation should be used to assess this criteria.				
<b>Final mark</b>				

### **Structured observation 3: Facilitate educational experiences to support holistic learning and wellbeing**

#### **Description of activity and intended coverage:**

During this observation, the student will undertake an activity that supports children's emotional wellbeing through developing their resilience and self-esteem, encouraging them to understand and manage their emotions, behaviour and interpersonal skills, and challenging and testing their abilities. The activity could be with an individual pupil or with a group of pupils.

They will encourage esteem and pride through an increased sense of achievement in inclusive, safe learning environments that value the individual contributions of pupils and place their wellbeing at the centre of educational outcomes.

Examples of activities at both primary and secondary levels may include, but are not limited to:

- assisting in the provision of outdoor activities intended to promote independence and personal development, such as Forest Schools
- supporting the facilitation of nurture groups or other forms of pastoral support
- supporting pupils to develop learning goals, activity plans or thinking about their next steps
- facilitating activities that encourage pupils' ability to discuss, reflect on and consider their own feelings and those of others, for example in relation to British values.

Through structured observation 3, the student should:

- encourage the active participation and contribution of pupils to develop independent learning, positive self-concept and holistic wellbeing and to engage respectfully with their peers
- foster a nurturing and inclusive environment in which pupils are able to express their feelings safely
- provide safe, nurturing and inspiring individualised teaching and learning environments to promote independence, confidence, resilience and self-esteem through differentiated opportunities
- encourage efforts and acknowledge achievements made
- promote opportunities for self-reflection and evaluation through strategies that encourage meta-cognition
- monitor self-regulation, especially in younger pupils and those with SEND, being mindful of individual circumstances through sensitive co-regulation and knowing action to take if concerned
- encouraging perseverance, self-reliance and curiosity
- know what action to take if concerned about a pupil's wellbeing
- know how to facilitate educational experiences outdoors such as group tasks outdoors, walks and trips, but also taking advantage of good weather and spontaneous occasions to take learning outdoors
- be able to conduct session with regard to the health and safety of pupils, self and others
- use own subject knowledge to extend and enhance learning
- model behaviour to encourage positive behaviour and self-esteem in pupils.

## Mapping to criteria

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

<b>S1.8</b>	<b>S1.9/2.9</b>	<b>S1.11</b>	<b>S1.12</b>	<b>S1.15</b>	<b>S2.8</b>	<b>S2.13</b>	<b>S2.17</b>	<b>S3.33/4.18</b>
<b>S3.35</b>	<b>S3.36</b>	<b>S3.37</b>	<b>S3.38</b>	<b>S3.39</b>	<b>S3.40</b>	<b>S4.19</b>	<b>S4.21</b>	

### Guidance specific to structured observation 3

**Examples of teaching and learning experiences that allow opportunity for these criteria to be covered:**

#### Key Stage 1

Stories and/or poems that provoke open ended questioning and reflection around feelings in context of the characters.

Discussion following outdoor experiences about physical health and emotional wellbeing, what it feels like when the weather may restrict outdoor experiences, what happens to the body physically, decisions around the outdoor time individuals have and how this impacts their holistic health and wellbeing through question and peer discussion as appropriate.

Activities around emotions and how children are feeling, use of emoji images and activity cards as appropriate.

#### Key Stage 2

Stories and poems such as the children's book Saddlebottom by Dick King Smith to discuss diversity and inclusion with young pupils.

Reflecting on daily activities and opportunities for healthy lifestyle choices such as individualised sequencing cards or planners.

Discussion around sustainability, nature and conservation, perhaps with a simple activity to look at nature/habitat to help to move discussions forward.

Exploring cultures, traditions and festivals.

Pastoral/tutorial activities taken from a RSHE scheme of work.

#### Secondary

Encouraging self-reflection and informed decision making, supporting well-informed SMART goal setting including subject progression and career opportunities as appropriate, inspiring and motivating through engaging interaction.

Promoting effective team work development, being observant in relation to mental health and emotional wellbeing and knowing what to do if concerned.

Positive interactions with pupils whilst praising effort and achievement.

Maximise learning outdoors, either planned or spontaneous.

**Examples of teaching and learning experiences that allow opportunity for these criteria to be explored include:**

- working with individuals to plan or reflect learning targets and goals
- SMART action planning as part of career/next steps
- extracts from classics such as *To Kill a Mockingbird* by Harper Lee to consider thoughts and feelings from a range of perspective (cultural capital)
- discussion around Prevent/British values that may be initiated from case studies/social media extracts
- discussing basic needs, considering motivation and the role of outdoor experiences for wellbeing and holistic health
- class project work involving healthy lifestyles and choices
- sustainability and conservation: a discussion/debate around the changing world
- pastoral/tutorial activities taken from RSHE scheme of work.

### Structured observation 3: Marking criteria

<b>Specification reference</b>	S1.8
<b>Criteria</b>	Work closely with teachers to ensure own contribution aligns with the teaching.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• working within boundaries of own role within lessons in line with teacher's expectations</li> <li>• understanding of the lesson plan and the learning objectives.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.9, S2.9, Contributing to the assessment process
<b>Criteria</b>	Ensure regular communication with teachers to provide clarity and consistency of role within lessons.

<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• communication with the teacher that is appropriate to the circumstances</li> <li>• sharing ideas to plan next steps</li> <li>• providing feedback on pupil progress.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

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

Marking bands				
0 marks	1 mark	2 marks	3 marks	4 marks
No markable achievement.	Limited use of terminology relevant to the subject area.  Opportunities taken to use prompts and/or questioning techniques to support pupils' understanding are limited or inconsistent.	Appropriate use of terminology relevant to the subject area.  Consistently takes opportunities to use prompts and/or questioning techniques to support pupils' understanding.	Effective use of terminology relevant to the subject area.  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.	Highly effective and differentiated use of subject terminology to extend pupils' understanding.  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.
Assessment justification				
Direct observation should be used to assess this criteria.				
<b>Final mark</b>				

<b>Specification reference</b>	S1.12
<b>Criteria</b>	Embed effective behaviour management strategies using discipline appropriately and fairly in line with the school's policy.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• consistency in following the setting's behaviour management policy strategies</li> <li>• clarification of classroom rules to pupils</li> <li>• fairness when reinforcing positive behaviour</li> <li>• timely response to challenging behaviour.</li> </ul>
<b>Professional discussion allowed?</b>	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.		
<b>Final mark</b>		
<b>Specification reference</b>	S1.15	
<b>Criteria</b>	Facilitate learning outside the classroom.	
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>• providing the right opportunities and the right environment</li> <li>• providing appropriate challenge</li> <li>• checking for and making learners aware of health and safety</li> <li>• looking at practical considerations</li> <li>• considering the needs of all pupils.</li> </ul>	
<b>Professional discussion allowed?</b>	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	

<b>Specification reference</b>	S2.8
<b>Criteria</b>	Apply pedagogical understanding to deliver/lead small group teaching within clearly defined/planned parameters.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• following the lesson plan/learning objectives agreed with the teacher</li> <li>• ensuring pupils' motivation and interest is maintained</li> <li>• supporting and challenging pupils appropriately</li> <li>• ensuring inclusion of all pupils.</li> </ul>
<b>Professional discussion allowed?</b>	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 skillfully with small groups to ensure high levels of engagement and inclusion.</p> <p>Confidence shown in differentiating to motivate, engage and skillfully 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	

<b>Specification reference</b>	S2.13
<b>Criteria</b>	Use appropriate strategies to enable pupils to access and engage in learning.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• appropriate scaffolding to support and engage pupils in learning</li> <li>• explanation of instructions and questioning techniques to check understanding</li> <li>• modelling use of practical equipment or resources.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

<b>Specification reference</b>	S2.17
<b>Criteria</b>	Identify and use unplanned opportunities to develop mathematical understanding as they arise.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• recognition and use of unplanned opportunities to develop mathematical understanding</li> <li>• skills to develop and extend pupils' mathematical understanding.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

<b>Specification reference</b>	S3.33, S4.18
<b>Criteria</b>	Foster and encourage positive, effective, nurturing and safe environments, inspiring pupils to take pride in and develop from their individual achievements.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• role modelling positive relationships, empathy and care for others</li> <li>• praise and encouragement to recognise achievement</li> <li>• giving pupils opportunities to be independent and take ownership of their learning.</li> </ul>
<b>Professional discussion allowed?</b>	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	
<p>Direct observation should be used to assess this criteria.</p> <p>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.</p>	
Final mark	

<b>Specification reference</b>	S3.35
<b>Criteria</b>	Contribute to a calm and accepting environment which allows pupils to experience and express their feelings safely.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• a calm and consistent approach to own role</li> <li>• actively listens to and acknowledges pupils' experience and feelings</li> <li>• promotion of differences and similarities.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

<b>Specification reference</b>	S3.36
<b>Criteria</b>	Support pupils in managing failure and disappointment.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>• developing an environment where pupils' best efforts are recognised</li> <li>• promoting pupils' resilience by supporting them to manage own failure and disappointment and to learn from experiences.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

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

<b>Specification reference</b>	S3.38
<b>Criteria</b>	Support the development of perseverance, self-reliance and curiosity.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>supporting pupils' curiosity and perseverance</li> </ul>

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.				
<b>Final mark</b>				

	<ul style="list-style-type: none"><li>• providing opportunities to encourage independence.</li></ul>
<b>Professional discussion allowed?</b>	No

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

<b>Specification reference</b>	S3.40
<b>Criteria</b>	Model professional behaviours.
<b>Assessed skills</b>	The student has demonstrated: <ul style="list-style-type: none"> <li>punctuality and appropriate personal presentation</li> <li>courtesy and respect for others.</li> </ul>
<b>Professional discussion allowed?</b>	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.			
<b>Final mark</b>			



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

<b>Specification reference</b>	S4.21
<b>Criteria</b>	Promote equality of opportunity and anti-discriminatory practice.
<b>Assessed skills</b>	<p>The student has demonstrated:</p> <ul style="list-style-type: none"> <li>ensuring pupils' individual needs and interests are considered in planning and provision of resources</li> <li>celebrating diversity of culture and family backgrounds within the setting</li> <li>modelling appropriate behaviour and where appropriate is confident to challenge discrimination.</li> </ul>
<b>Professional discussion allowed?</b>	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.				
<b>Final mark</b>				

## Document information

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## 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	ODSR_EC_383 Observation 2 3.25 amend	February 2022	March 2022