

Chief moderator report

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

**Summer 2022 series – Assisting
Teaching occupational specialism**

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Assisting Teaching summer series 2022 – occupational specialism

Assessment Dates: **01 February 2022 – 27 May 2022**

Assessment number: **P001340**

This report contains information in relation to assignment 2, the moderated assessment of the occupational specialism and is provided by the chief moderator, with an emphasis on the standard of student performance and the quality of the provider assessment documentation within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally, as well as any areas where further development or guidance which may be required to support preparation for future opportunities.

Key points:

- grade boundaries
- standard of student performance
- quality of assessment evidence
- responses to the structured observations
- administering the structured observations

It is important to note that students should not undertake these assessments until they have had sufficient opportunity to develop their practice within the industry placement accordingly.

Grade boundaries

Scaled mark grade boundaries for the series are:

	Overall
Max	406
Distinction	247
Merit	190
Pass	134

Grade boundaries are the lowest mark with which a grade is achieved.

For further detail on how raw marks are scaled and the aggregation of the occupational specialist element, please refer to the qualification specification.

Standard of student performance

Assignment 2 is internally assessed within the industry placement by provider-appointed assessors and externally moderated by NCFE appointed moderators. There were some challenges faced due to the nature of the assessment, specifically that assessment takes place within Early Years settings rather than a simulated assessment. However, most students were well prepared for the assessment and subsequent moderation process.

It should be noted that the sector has faced extraordinary challenge during the pandemic, which has had a significant impact on practice and process of individual industry placements.

The 2020 cohort have performed exceptionally well, with a high number reflecting the distinction standard for this assignment. Students achieving the highest marks demonstrated effective communication with assessors and with the teachers they worked with at industry placement. This was evident throughout the assessment planning and performance.

Assignment 2 is a known assignment, in that the assessment materials have been available for tutors from the beginning of delivery, therefore providing an opportunity to ensure that students are well prepared for the assessment window.

A range of scenarios were provided for each of the structured observations, each of which enabled the student to plan sufficiently to ensure that the specified criteria could be assessed. Students made effective use of planning in the majority of cases, to show how each of the criterion would be covered. In the best examples of planning, the student took full responsibility for the assessment planning and was able to link this to the relevant work products, detailing how this would be met, such as, how the criteria would be assessed and why this would meet the criteria.

Additionally, where there was a change to the planned activity due to the sometimes unpredictable nature of the sector, the assessor was able to use the plan to ensure that all criteria were covered and referenced by the skilful application of the planned professional discussion.

Evidence creation

Assignment 2 relies on the assessment records of the provider appointed assessors. Assessment records are generated throughout the observation of assessment and include the observation of skills recording form and records of professional discussion.

Templates have been provided for assessors to capture the structured observations. In most instances, these templates have been used. In the best examples, assessors have referenced the assessment plan created by the student and have reviewed this at the start of the observation to establish if there are any known changes to the plan that should be considered. This might be where a specific child is no longer involved in the planned activity, ensuring that the student is not disadvantaged in this instance.

The observation of skills recording form is used to record the observed activity. Assessors provide a detailed written narrative of the assessment and in the best examples, the detail re-creates the assessment, including specific examples of performance that will support the assessment decision or justify the outcome. For example, rather than say 'the student has good communication skills' the assessor includes examples of the language used and the context in which it was used; the record might also include responses from the children and how this in turn influenced the practice of the student.

Some of the assessment can be supported by planned professional discussion. Each structured observation shows the criteria that can be assessed using this method. This is where we saw the most variance in practice, highlighting the need for assessors to develop assessment practice so that professional discussions can be conducted more effectively. In the best examples, students took the lead in the discussions that were evidently planned. Discussions flowed naturally as the student confidently reflected on the observed activity and other examples from their own practice. The content of the discussion was contextualised and relevant to the observed assessment, whilst ensuring that the scope of the criteria was covered as applicable, providing supplementary evidence accordingly.

In examples where students did not perform as well, the discussion was overtly led by the assessor with limited responses to posed questions and an over reliance on notes rather than being able to refer to their own practice, specifically maintaining relevance to the structured observation rather than isolated assessment.

Assessors have used the provided template to capture the professional discussion. Some of the best examples of professional discussion are recorded using digital voice recordings and time stamped reference to criteria being assessed captured on the professional discussion template.

Responses to the structured observations

Most of the students had good communication with and support from the teachers that they worked with. As such, it appeared that they not only worked with their assessors, but also with their teacher in how best to demonstrate every criterion of the assignment. The majority then led the activity or session, demonstrating their skills in the best way and clearly showing understanding of each criterion. In the best examples, assessors provided an opportunity for students to provide extended examples through professional discussion. Students achieving lower marks lacked consistency within their practice and did not apply a holistic approach to the assessment.

Each structured observation included the suggested activity and intended coverage with a range of different scenarios relevant to the age of children within the school setting such as KS1, KS2, for example. It should be noted that some criteria are repeated within the structured observations. Comments and feedback are consistent, therefore the examples of good practice or challenges faced are applicable to the criterion throughout assignment 2.

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

In the best examples students were able to show through robust planning how they work closely with teachers to ensure that their own contribution is aligned with that of the class teacher. Students were also confident with understanding the role that they played in assisting teaching.

High marks were also achieved where students were able to show that they clearly understood how to apply a pedagogical approach when leading small groups and were consistently confident when embedding differentiation to motivate and engage pupils accordingly. In examples where students did not perform so well, it was evident that planning was weak and did not include all of the criteria sufficiently.

S3.28 Ensure pupils use technology safely. Planning to cover this criterion needs careful consideration. Often students lost marks as there was no technology use in the lesson observed.

Structure observation 2 – Promote effective, inclusive teaching, learning and assessment opportunities for pupils

Planning made the biggest impact for this structured observation. In the examples of robust and detailed planning, students were able to clearly demonstrate how they were involved with the planning and assessment cycle and crucially the role of the teaching assistant. The cohort, on the whole, performed well when assessed against **S2.7 deliver teaching and learning interventions to support progress for identified pupils**. It was evident through detailed plans that students were involved, in the best examples, working alongside the class teacher to plan according to the individual needs of the pupils they were supporting, clearly demonstrating understanding and application of pedagogical strategies. Structured observation 2 involves a lot of collaborative working and there was a varied response to this within industry placement. In the best examples, students were given the opportunity to be involved, where appropriate, when working with outside agencies or were made aware of agreed strategies and support implemented for pupils with Education, Health and Care Plans (EHCP). This was particularly evident when assessing **S2.19 work collaboratively with other professionals as part of a multi-agency approach**. In the best examples, students were able to reflect on their own experiences during professional discussion.

It should be noted that the assessment is designed to allow assessment to be covered by professional discussion where it is not covered by observation. However, providers should consider carefully the industry placements attended by students.

Structured observation 3 – Facilitate educational experiences to support holistic learning and wellbeing

As with structured observation 1 and 2, robust planning made the biggest impact. Students provided a detailed explanation of how criteria would be met. There was evidence of pre-planning work and application of prior knowledge. During this observation students are expected to deliver an activity to support children's emotional wellbeing through developing their resilience and self-esteem. Plans made reference to theoretical perspective and philosophical approaches, including Forest Schools, Bandura and Vygotsky. Students demonstrated how their pedagogical knowledge was informing their practice and in the very best examples this was evident throughout practice and supporting professional discussions.

Administering the external assessment

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

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

All 3 observations must be completed for all students during the specified 4-month window between February and May in the final year of that cohort's delivery.

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

Each structured observation is designed to be completed within an hour. Therefore, providers should ensure that careful and effective planning takes place to support the timely completion of the assessment.