



T Level Technical Qualification in Education and Early Years

Occupational specialism assessment (OSA)

Assisting Teaching

Assignment 3 - Analysis and Evaluation of Case Studies

Mark scheme

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all students, who must receive the same treatment. You must mark the first student in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward students positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award 0 marks if the student's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the chief examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a student's response holistically for the relevant task or question, and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should look at the overall quality of the response and reward students positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar student responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a student may produce. It is not a requirement either, that students must cover all of the indicative content to be awarded full marks.

Performance outcomes

This assessment requires students to:

PO1: Support the class teacher to enhance children's education, individually and in groups

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults

PO3: Safeguard and promote the health, safety and wellbeing of children and young people

PO4: Recognise, adapt, and respond to individual children's needs, including those with SEND, to support development access to the curriculum

Case study 1: Safeguarding and wellbeing

Discuss how you would respond to Safia's situation in your role as a teaching assistant.

In your response, you should refer to all relevant aspects of the teaching assistant role.

In your response to Safia's situation, you are required to:

- discuss the impact of factors that may be contributing to Safia's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support Safia's wellbeing, safety, resilience and development to enable her to make informed choices
- describe how you would communicate and work effectively with Safia and the class teacher to support Safia's engagement and independent learning
- explain how you would review and adapt relevant activities and resources to meet Safia's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support Safia's social inclusion.

	Weighting	Marks
Performance outcome 1	10%	5
Performance outcome 2	10%	5
Performance outcome 3	50%	25
Performance outcome 4	30%	15
Total	100%	50

PO1: support the class teacher to enhance children’s education, individually and in groups.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of ways to work effectively with the class teacher to support pupils’ engagement in the curriculum.</p> <p>Limited range of strategies to promote individual learning, group activity and, where relevant, independent learning is evident.</p> <p>Basic consideration of ways to communicate required information clearly to the Teacher and pupils.</p> <p>The response has some relevance to the task set and is structured in a way that addresses the specific scenario to a limited degree.</p>	1–2
2	<p>Confident identification of ways to work effectively with the class teacher to support pupils’ engagement in the curriculum.</p> <p>Reasonable strategies to promote individual learning, group activity and, where relevant, independent learning are evident.</p> <p>Good consideration of ways to communicate required information clearly to the teacher and pupils.</p> <p>The response is mostly relevant to the task set and is structured in a way that addresses the specific scenario to a good degree.</p>	3–4
3	<p>Exceptionally well considered identification of ways to work effectively with the class teacher to support pupils’ engagement in the curriculum.</p> <p>Highly sophisticated strategies to promote individual learning, group activity and, where relevant, independent learning are evident.</p> <p>Excellent consideration of ways to communicate required information clearly to the teacher and pupils.</p> <p>The response is fully relevant to the task set and is structured in a way that addresses the specific scenario to a very high degree.</p>	5

Indicative content

Within the consideration of ways to communicate required information clearly to the teacher and Safia, students may include:

- strategies for supporting Safia's contribution to the presentation (for example, checking understanding and providing regular feedback)
- clarification of any areas of misunderstanding
- identifying any gaps in learning and planning SMART targets
- explanation of ways in which to work with the teacher to support Safia's learning (for example, discussion of Safia's targets for the project and areas for development)
- planning and giving feedback through regular communication about Safia's progress.

Within the consideration of ways to work effectively with the class teacher to support Safia's engagement in the curriculum, students may include:

- the use of pedagogical strategies to support Safia's learning and develop her confidence, (for example paired learning, or a work 'buddy')
- one-to-one support with areas of difficulty
- ways to facilitate a meeting with her group to plan ways to complete the project
- explanation of the kinds of resources to use to support Safia, for example the use of technology and software such as Microsoft Office for creating planning documentation with a project management application.

Within the consideration of strategies/ways to promote Safia's independent learning students may include:

- discussion with Safia about any concerns with her work or understanding and the use of strategies such as the use of a journal to record her progress
- the use of SMART tasks to encourage Safia to take responsibility for the completion of her work.

Accept other relevant responses.

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of contributing factors to the pupil's behaviour and/or situation and limited ability to analyse the impact of these factors.</p> <p>Basic understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Limited understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response has very little relevance to the task set and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–2
2	<p>Sufficient identification of contributing factors to the pupil's behaviour and/or situation and ability to analyse the impact of these factors.</p> <p>Adequate understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Good understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is mostly relevant to the task set and is structured in a way that addresses the specific scenario to a good degree.</p>	3–4
3	<p>Exceptional ability to identify contributing factors to the pupil's behaviour and/or situation and exceptional analysis of the impact of these factors.</p> <p>Highly sophisticated understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Excellent understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is fully relevant to the task set and is structured in a way that addresses the specific scenario to a very high degree.</p>	5

Indicative content

Within the consideration of how reviewing planned activities/learning informs strategies to support Safia's academic participation and progress, students may include:

- ways in which to communicate with Safia about the importance of record keeping and the ability to complete agreed tasks within her team
- asking her to think about role reversal and how she would help her fellow team members
- ways in which formative assessment may inform summative assessment for associated units within the project.

Within the consideration of factors affecting Safia's behaviour and/or situation and the impact of these factors, students may include:

- recognition and consideration of how these factors may affect behaviour, (for example withdrawn behaviour, lacking in confidence, lack of motivation)
- discussion of the emotional effects on Safia's well-being and academic work (for example: inability to focus, schoolwork does not seem important nor relevant).

Within the consideration of collaborative working with the class teacher as part of a multi-agency approach to meet the needs of Safia, students may include:

- the impact of challenges with relationships (peer and family), lack of trust
- the importance of the need to talk in consultation with the teacher and other professionals such as the school counsellor
- planning of ways to consult with Safia to identify problems such as online bullying, financial problems difficulty with completing tasks
- planning to support working at home and assessment to establish if Safia is finding the work too difficult and may need additional support.

Accept other relevant responses.

PO3: Safeguard and promote the health, safety and wellbeing of children and young people.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Limited analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Basic understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response has very little relevance to the task set and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–5
2	<p>Sufficient identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Adequate analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Reasonable understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response has some relevance to the task set and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	6–10
3	<p>Confident identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Good analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Good understanding of appropriate strategies to promote pupils' wellbeing and resilience. The response is mostly relevant to the task set and is structured in a way that addresses the specific scenario to a good degree.</p>	11–15
4	<p>Highly developed identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Very good analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Very good understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response is highly relevant to the task set and is structured in a way that addresses the specific scenario to a high degree.</p>	16–20

<p style="text-align: center;">5</p>	<p>Excellent identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Exceptional analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Highly sophisticated understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response is fully relevant to the task set and is structured in a way that addresses the specific scenario to a very high degree.</p>	<p style="text-align: center;">21–25</p>
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Indicative content

Within the consideration of potential wellbeing and safeguarding concerns and actions required to safeguard Safia's wellbeing, students may include:

- strategies to support concerns based on Safia's recent lack of motivation in her team project and not handing in work, withdrawn behaviour, reduced socialisation within her peers after a good start to the term
- the impact of potential areas of risk through the internet, such as grooming, online content or cyber bullying
- the importance of complying with policies and sharing confidential information appropriately.

Within the consideration of ways to foster and encourage positive and safe environments to support Safia's development and choices, students may include:

- consideration of environmental factors which may contribute to a pupil becoming at risk, including: unsuitable housing (overcrowded, cold, in poor condition); employment issues/low income (pressure on family); care status (change of carer); transitions or life events which Safia may be experiencing, such as bereavement
- consideration of the links between relating to others and emotional resilience and wellbeing and the possible implications of behavioural signs, including regression and withdrawal.

Within the consideration of appropriate strategies to promote Safia's wellbeing and resilience, students may include:

- the ways in which stable relationships support a pupil's development and whether these have changed recently, acting in line with legal obligations, school policies and procedures and ensuring concerns and observations are passed on immediately to the Designated Safeguarding Lead (DSL)
- planning of strategies which would support Safia, ensuring the environment is calm, accepting, supportive and safe so that she can express herself and her feelings clearly
- strategies to encourage Safia to express her ideas and develop her confidence, self-reliance, and perseverance (working with a partner, positive praise, and encouragement).

Accept other relevant responses.

PO4: Recognise, adapt and respond to individual children’s needs, including those with SEND, to support development and access the curriculum.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of required adaptations to activities, resources and the environment to meet the individual needs of pupils.</p> <p>Limited suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Basic understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response has very little relevance to the task set and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–3
2	<p>Sufficient identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p> <p>Reasonable suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Adequate understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response has some relevance to the task set and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	4–6
3	<p>Good identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p> <p>Effective suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Confident understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response is mostly relevant to the task set and is structured in a way that addresses the specific scenario to a good degree.</p>	7–9
4	<p>Highly developed identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p> <p>Very good suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>High level of understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response is highly relevant to the task set and is structured in a way that addresses the specific scenario to a high degree.</p>	10–12
5	<p>Excellent identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p>	13–15

	<p>Exceptional suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Highly sophisticated understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response is fully relevant to the task set and is structured in a way that addresses the specific scenario to a very high degree.</p>	
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<p>Indicative content</p> <p>Within the consideration of required adaptations to activities and resources to meet the individual needs of Safia, students may include:</p> <ul style="list-style-type: none">• explanations of the types of adaptations which may be needed to support Safia's academic needs (for example additional support)• the use of practical technical support for presentation skills• one-to-one support with time management and catching up. <p>Within the consideration of ways to work with others to support the learning and development of Safia, students may include:</p> <ul style="list-style-type: none">• the use of targets such as Education and, Health and Care Plan (EHCP) or Individual education plan (IEP) when planning activities to address specific areas of concern and ways in which this is used/feedback to teachers• the planning of ways in which homework could be adapted until Safia has caught up with her work• support Safia to prioritise outstanding work. <p>Within the consideration of social inclusion and anti-discriminatory practice relating to Safia, students may include:</p> <ul style="list-style-type: none">• ways in which pastoral needs can be met (for example, regular opportunities to talk, involving her with her peers, providing care and encouragement)• explanation of ways to seek support and what may be available for Safia (for example, through her personal tutor, teachers, and external agencies). <p>Accept other relevant responses.</p>

Case study 2 – Learning and Development

Discuss how you would respond to Charlie's situation in your role as a teaching assistant.

In your response, you should refer to all relevant aspects of the teaching assistant role.

In your response to Charlie's situation, you are required to:

- discuss the impact of factors that may be contributing to Charlie's behaviour and the safeguarding concerns these factors raise
- explain strategies you would use to support Charlie's wellbeing, safety, resilience, and development to enable him to make informed choices
- describe how you would work in collaboration with the teacher to support Charlie's learning and development
- explain how you would review and adapt relevant activities and resources to meet Charlie's individual needs and progress
- describe anti-discriminatory practice you would implement and ways to support Charlie's social inclusion

	Weighting	Marks
Performance outcome 2	40%	20
Performance outcome 3	20%	10
Performance outcome 4	40%	20
Total	100%	50

PO2: Plan, provide and review educational opportunities in collaboration with teachers and other adults.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of contributing factors to the pupil's behaviour and/or situation and limited ability to analyse the impact of these factors.</p> <p>Basic understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Basic understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response has very little relevance to the task set and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–4
2	<p>Sufficient identification of contributing factors to the pupil's behaviour and/or situation and some ability to analyse the impact of these factors.</p> <p>Reasonable understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Adequate understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response has some relevance to the task set and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	5–8
3	<p>Confident identification of contributing factors to the pupil's behaviour and/or situation and good analysis of the impact of these factors.</p> <p>Confident understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Good understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is mostly relevant to the task set and is structured in a way that addresses the specific scenario to a good degree.</p>	9-12
4	<p>Highly developed ability to identify contributing factors to the pupil's behaviour and/or situation and very good analysis of the impact of these factors.</p> <p>Sophisticated understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Very good understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is highly relevant to the task set and is structured in a way that addresses the specific scenario to a high degree.</p>	13-16

5	<p>Exceptional ability to identify contributing factors to the pupil’s behaviour and/or situation and exceptional analysis of the impact of these factors.</p> <p>Highly sophisticated understanding of how reviewing planned activities/learning informs strategies to support academic participation and progress.</p> <p>Excellent understanding of collaborative working as part of a multi-agency approach to meet the needs of the pupil/s.</p> <p>The response is fully relevant to the task set and is structured in a way that addresses the specific scenario to a very high degree.</p>	17-20
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	<p>Indicative content</p> <p>Within the consideration of factors affecting Charlie’s behaviour and/or situation and the impact of these factors, students may include:</p> <ul style="list-style-type: none"> • a review of Charlie’s individual circumstances which may impact on behaviour • the possible impact of stage of development (for example, biological and environmental factors, early attachments, delayed development) • consideration of different areas of special educational need which may be affecting Charlie and why this might be the case (communication and language, social and emotional, cognitive, physical). <p>Within the consideration of how reviewing planned activities/learning informs strategies to support Charlie’s academic participation and progress, students may include:</p> <ul style="list-style-type: none"> • the application of a range of behaviour management strategies to help Charlie remain calm and focussed • support to help Charlie be more self-aware of how his behaviour may disrupt others • the importance of the use of observations to identify patterns in Charlie’s behaviour • the use of formative and summative assessment to support Charlie’s individual needs • the links between behaviour and development. <p>Within the consideration of collaborative working as part of a multi-agency approach to meet the needs of Charlie, students may include:</p> <ul style="list-style-type: none"> • consideration of close working and information sharing/target setting with colleagues and other professionals in order to support Charlie effectively • discussions with his teacher, special educational needs and/or disabilities coordinator (SENDCo), external professionals and his next school • working in partnership with parents. <p>Accept other relevant responses.</p>
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PO3 – Safeguard and promote the health, safety and wellbeing of children and young people.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Limited analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Basic understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response has very little relevance to the task set and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–2
2	<p>Sufficient identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Adequate analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Reasonable understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response has some relevance to the task set and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	3–4
3	<p>Confident identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Good analysis of appropriate ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Good understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response is mostly relevant to the task set and is structured in a way that addresses the specific scenario to a good degree.</p>	5–6
4	<p>Highly developed identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Very good analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Very good understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p>	7–8

	The response is highly relevant to the task set and is structured in a way that addresses the specific scenario to a high degree.	
5	<p>Excellent identification of potential wellbeing and safeguarding concerns and justification of actions required to safeguard pupils' wellbeing.</p> <p>Exceptional analysis of ways to foster and encourage positive and safe environments to support pupils' progress, which inspire pupils to make informed choices and to develop from their individual achievements.</p> <p>Highly sophisticated understanding of appropriate strategies to promote pupils' wellbeing and resilience.</p> <p>The response is fully relevant to the task set and is structured in a way that addresses the specific scenario to a very high degree.</p>	9–10

Indicative content
<p>Within the consideration of potential wellbeing and safeguarding concerns and actions required to safeguard Charlie's wellbeing, students may include:</p> <ul style="list-style-type: none"> • the application of age-appropriate strategies to help Charlie understand, express, and manage his feelings • the importance of the need to develop social skills and the application of strategies to support this • understanding of the recognition of patterns and triggers to avoid inappropriate behaviour • the impact of the behaviour of others on Charlie's holistic development. <p>Within the consideration of ways to foster and encourage positive and safe environments to support Charlie's development and choices, students may include:</p> <ul style="list-style-type: none"> • approaches the student might make to manage Charlie's behaviour • strategies to support Charlie to manage his own behaviour (for example, verbalising feelings, active listening, talking about others' feelings, reassurance, providing a calm environment, modelling good behaviour) • consideration of attachment theory, (for example, Bowlby's theory and the key person approach). <p>Within the consideration of appropriate strategies to promote Charlie's wellbeing and resilience, students may include:</p> <ul style="list-style-type: none"> • the value of setting SMART targets for Charlie to enable him to manage his own behaviour • the importance of a calm and accepting environment to enable Charlie to experience and express his feelings safely. <p>Accept other relevant responses.</p>

PO4: Recognise, adapt and respond to individual children’s needs, including those with SEND, to support development and access the curriculum.

Band	Marking descriptors	Marks
	No creditworthy material.	0
1	<p>Minimal identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p> <p>Limited suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Basic understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response has very little relevance to the task set and is structured in a way that addresses the specific scenario to a very limited degree.</p>	1–4
2	<p>Sufficient identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p> <p>Reasonable suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Adequate understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response has some relevance to the task set and is structured in a way that addresses the specific scenario to a reasonable degree.</p>	5–8
3	<p>Good identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p> <p>Effective suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Confident understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response is mostly relevant to the task set and is structured in a way that addresses the specific scenario to a good degree.</p>	9-12
4	<p>Highly developed identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p> <p>Very good suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>High level of understanding of supporting pupils’ social inclusion and anti-discriminatory practice.</p> <p>The response is highly relevant to the task set and is structured in a way that addresses the specific scenario to a high degree.</p>	13-16

<p style="text-align: center;">5</p>	<p>Excellent identification of required adaptations to activities, resources, and the environment to meet the individual needs of pupils.</p> <p>Exceptional suggestions of ways to work with others to support the learning and development of the identified pupils.</p> <p>Highly sophisticated understanding of supporting pupils' social inclusion and anti-discriminatory practice.</p> <p>The response is fully relevant to the task set and is structured in a way that addresses the specific scenario to a very high degree.</p>	<p style="text-align: center;">17-20</p>
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Indicative content

Within the consideration of required adaptations to activities and resources to meet the individual needs of Charlie, students may include:

- ensuring resources/activities meet Charlie's needs and support his communication needs (for example, visual methods, the use of technology)
- modifying/talking through tasks, allowing longer to complete, involving other pupils to develop social skills
- ensuring the learning environment is supportive of Charlie's needs (for example, quiet areas, own workstation or learning zone, providing some time out interventions).

Within the consideration of ways to work with others to support the learning and development of Charlie, students may include:

- the identification of possible undiagnosed area or areas of special educational needs and disability (SEND), including communication and language needs, social and emotional needs, a developmental or cognitive disorder, or sensory impairment
- possible barriers to learning Charlie may be facing and how to overcome these
- ways of working with others to set targets and deliver EHCPs to meet pupils' individual needs.

Within the consideration of social inclusion and anti-discriminatory practice, students may include:

- an ability to plan a range of activities using resources which will support the needs of the pupil (for example sharing tasks with other pupils, planning activities which Charlie likes with reference to observed behaviour)
- understanding of equality of opportunity and anti-discriminatory practice and acting according to school policies (SEND, equality, confidentiality) when there is a cause for concern regarding a child's development.

Accept other relevant responses.

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