



# T level Technical Qualification in Education and Early Years

## Occupational specialism assessment (OSA)

## Early Years Educator

Assignment 1 – Planning Educational Activities for Individual Needs

### Mark scheme

v1.0: P001561  
Summer 2023  
603/5829/4

## 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 zero 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 that students must cover all the indicative content to be awarded full marks.

## Performance outcomes

This assessment requires students to be able to:

**PO1:** Support and promote children's play, development and early education

**PO2:** Develop relationships with children to facilitate their development

**PO3:** Plan, provide and review care, play and educational opportunities to enable children to progress

**PO4:** Safeguard and promote the health, safety and wellbeing of children

**PO5:** Work in partnership with colleagues, parents, carers and other professionals to support children's development

Educational activity	Performance outcomes					Total
	PO1	PO2	PO3	PO4	PO5	
<b>1 – Mathematics (number)</b>	25	10	20	15	10	<b>80</b>
<b>2 – Expressive arts and design</b>	25	10	20	15	10	<b>80</b>
<b>Total marks</b>	<b>50</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>160</b>
<b>% Weighting</b>	<b>31.25%</b>	<b>12.5%</b>	<b>25%</b>	<b>18.75%</b>	<b>12.5%</b>	<b>100%</b>

You are an Early Years practitioner working with children aged **4–5** years in a reception class that has a wide range of learning environments.

The topic for the next half term is '**Tell me a story**'.

This topic is based on well-known stories and fairy tales. A new story or fairy tale will be introduced to the children each week. You have been asked to select **one** story or fairy tale to share with the class.

You have been asked to plan **two** educational activities based on your chosen story. **Each** activity should last for at least 20 minutes and be for a small group of children aged **4–5 years**. One educational activity must support the children's progression in **mathematics (number)**. The other activity must support children's progression in **expressive arts and design**.

One of the children, Marco, often shouts out during activities and has difficulty in turn taking and sharing.

One of the other children, Amelia, is very quiet and shy in class. Amelia's mother has recently had a baby.

## Educational activity 1: mathematics (number)

**PO1:** Support and promote children's play, development, and early education

Band	Marking descriptors	Marks
	No creditworthy response.	<b>0</b>
<b>1</b>	<p><b>Limited effectiveness</b> demonstrated in planning to meet children's expected and/or atypical mathematical development (numbers), with a selection of resources and equipment that is <b>likely</b> to be <b>inappropriate</b> to the educational activity and the age and stage of development of the children.</p> <p>There is a <b>limited</b> understanding of the purpose and application of a <b>narrow</b> range of pedagogical strategies, showing a <b>limited</b> understanding of the requirements of the early education curriculum. There are <b>minimal</b> links to theoretical or philosophical approaches.</p> <p>There is <b>minimal</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–5</b>
<b>2</b>	<p><b>Moderate effectiveness</b> demonstrated in planning to meet children's expected and/or atypical mathematical development (numbers), with a selection of resources and equipment that have <b>limited appropriateness</b> to the educational activity and the age and stage of development of the children.</p> <p>There is a <b>moderate</b> understanding of the purpose and application of a <b>limited</b> range of pedagogical strategies, showing a <b>moderate</b> understanding of the requirements of the early education curriculum. There are <b>some</b> links to theoretical or philosophical approaches, these have <b>limited appropriateness</b> to the suggested educational activity.</p> <p>There is <b>some</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>6–10</b>
<b>3</b>	<p><b>Effective</b> demonstration of planning to meet children's expected and/or atypical mathematical development (numbers), with a selection of resources and equipment that is <b>generally appropriate</b> to the educational activity and the age and stage of development of the children.</p> <p>There is a <b>good</b> understanding of the purpose and application of a <b>moderate</b> range of pedagogical strategies, showing a <b>good</b> understanding of the requirements of the early education curriculum. There are <b>some</b> links to theoretical or philosophical approaches, these are <b>generally appropriate</b> to the suggested educational activity.</p> <p>There is <b>proficient</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>11–15</b>

<p><b>4</b></p>	<p><b>Highly effective</b> demonstration of planning to meet children’s expected and/or atypical mathematical development (numbers), with a selection of resources and equipment that is <b>mostly appropriate</b> to the educational activity and the age and stage of development of the children.</p> <p>There is a <b>highly developed</b> understanding of the purpose and application of a <b>wide</b> range of pedagogical strategies, showing a <b>highly developed</b> understanding of the requirements of the early education curriculum. There are <b>clear</b> links to theoretical or philosophical approaches, these are <b>mostly appropriate</b> to the suggested educational activity.</p> <p>There is <b>refined</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	<p><b>16–20</b></p>
<p><b>5</b></p>	<p><b>Exceptional</b> demonstration of planning to meet children’s expected and/or atypical mathematical development (numbers), with a selection of resources and equipment that is <b>highly appropriate</b> to the educational activity and the age and stage of development of the children.</p> <p>There is an <b>excellent</b> understanding of the purpose and application of an <b>extensive</b> range of pedagogical strategies, showing an <b>excellent</b> understanding of the requirements of the early education curriculum. There are <b>excellent</b> links to theoretical or philosophical approaches, these are <b>appropriate</b> to the suggested educational activity.</p> <p>There is <b>highly sophisticated</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<p><b>21–25</b></p>

## Indicative content

### Demonstration of planning to meet children's expected and/or atypical development may include:

- expected patterns of children's mathematical development aged 4–5 years demonstrated through appropriateness of provision and suitable choice of story. For example:
  - learning objectives of the planned activity
  - educational opportunities within the planned activity
  - supporting age-appropriate mathematical activities, for example:
    - recognises numbers up to 20
    - counts objects to 10 and beginning to count beyond 10
    - selects the correct numeral to represent 1 to 5, then 1 to 10
    - estimates how many objects can be seen and checks by counting them
    - uses language of more and fewer to compare 2 sets of objects
    - finds one more or one less from a group of up to 5 objects and then 10 objects
  - in practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. Adds and subtracts using counters or fingers
  - the activities chosen to incorporate the characteristics of children's learning in early years including playing and exploring, active learning and creating and thinking critically
  - children can test own capabilities related to risk and challenge
- supporting children's atypical development evidenced through:
  - differentiation of activities and resources provided
  - extending learning where appropriate. For example, learning more about solving problems including doubling, halving and sharing. Starting to identify own mathematical problems and challenges based on their own interests and fascinations ignited through the stories chosen
  - learning more about number through resources such as books, stories, number rhymes and trips

### Selection of relevant resources and equipment may include:

- resources are appropriate for the age and stage of children
- resources are effectively modelled, for example, how to count on in a dice game
- resources enable children to record what they have done by counting or tallying
- resources/activities are accessible/fun/engaging promoting the children's enjoyment of mathematics. For example, the use of games, puzzles, problems, rhymes and songs
- choice of resources/activity considers factors that may impact on mathematical development:
  - biological factors such as ADHD on a child's ability to concentrate during group work
  - environmental factors such as the birth of a new sibling impacting on social interaction, confidence and behaviour

### Understanding of the purpose and application of relevant pedagogical strategies may include:

- the use of enabling environments within the classroom or outdoor space to provide rich learning opportunities to support and develop mathematical skills and abilities through play and playful teaching. For example:
  - depending on story stimulus, use of sand pit, water tray, role play area, outdoor area to create the mathematical activity in or around such as a role play shop.
  - giving children a reason to count, recognise numbers, use mathematical vocabulary and problem solve
  - incorporating children's likes and interests into the activity for example the choice of story to act as a stimulus such as 'Pirates Love Underpants' by Claire Freeman
  - providing group activities so that children can learn through peer support especially important for the quiet and shy child, so providing an environment where it is safe to make mistakes. Peer support allows children to work together to develop communication and mathematical language skills such as more, less, share, between

- using effective questioning techniques by posing challenging, open-ended questions to support problem solving. For example:
  - How many do we need?
  - How many shall we get?
  - Can I have the same?
  - Can you share between the bears?
  - What will happen if...?
- providing a balance between adult-led and child-initiated activities. For example:
  - set up a Pirate Pound Shop
  - model questions they may ask
  - provide interesting resources
  - Leave the children to take their learning in their own direction
- Games and stories to be used to support children's learning and mathematical development. For example:
  - games to support number, counting and matching and sorting. Stories and rhymes to support the children in exploring the concepts of mathematical language, counting and numerical order as well as addition and subtraction
  - ensuring the instructions to the children and for the activity are not overly complicated and are broken down into smaller steps, sometimes with the use of images in the instructions
  - ensuring flexibility during the planned activity to extend learning, harnessing unplanned opportunities

**Appropriate links to theoretical or philosophical approaches to inform planning of the educational activity may include:**

- forest school activities, which support children's mathematical development and technical skills in green spaces
- Margaret McMillan's benefits of outdoor play through active learning
- the appropriateness of a sensory activity to support younger children's mathematical development such as big books, visual clues, story props and song mitts or whether the activity is appropriate to the attention span of 4–5 year olds.

**Consideration given to meeting the individual and/or holistic developmental needs of children may include:**

- **literacy** - use of appropriate vocabulary linked to mathematics, for example, number names to ten or twenty, more than, less than, bigger, smaller, add and subtract. Use of stories to stimulate mathematics
- **PSE** - supporting appropriate stages and types of play which promote the development of early friendships, cooperation, and emotional security, including appropriate strategies used to support children's behaviour management and self-regulation
- **understanding the world** for example, stimulating awareness of the features of the environment or observations of the natural world. For example, in Little Red Riding Hood what does the wolf look like? (Such as fur, big teeth, eyes and ears). Why does a wolf need these features? In 'Pirates Love Underpants', how many steps does it take to walk the plank and what material could the plank be made from? What sea creatures might you see after you jumped off the plank?
- **expressive arts and design** for example, supporting children's imagination and sensory awareness during song, movement or dance relating to number rhymes or whilst playing in a role play area such as the Pirate Pound Shop or Goldilocks and The Three Bears cottage.
- **physical development** for example, cutting skills or number formation skills
- ensuring additional/different resources are available
- fundamental British values are promoted
- a recognition that not all activities may be suitable for all children



- ensuring the child who lacks confidence and the child who is loud and cannot share are enabled to participate in the activity

**Accept any other suitable responses.**

**PO2: Develop relationships with children to facilitate their development**

Band	Marking descriptors	Marks
	No creditworthy response.	<b>0</b>
<b>1</b>	<p>The planning for the educational activity targeting mathematical development (numbers), to develop relationships with children is <b>limited</b> in <b>effectiveness</b>.</p> <p>There is a <b>limited</b> understanding of the effects of a <b>narrow</b> range of factors and the purpose of strategies, which is <b>rarely</b> in line with expected and atypical patterns of mathematical development (numbers), showing a <b>limited</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>minimal</b> consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–2</b>
<b>2</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to develop relationships with children is <b>moderately effective</b>.</p> <p>There is a <b>moderate</b> understanding of the effects of a <b>limited</b> range of factors and the purpose of strategies, which is <b>sometimes</b> in line with expected and atypical patterns of mathematical development (numbers), showing a <b>moderate</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>some</b> consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>3–4</b>
<b>3</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to develop relationships with children is <b>effective</b>.</p> <p>There is a <b>good</b> understanding of the effects of a <b>moderate</b> range of factors and the purpose of strategies, which is <b>generally</b> in line with expected and atypical patterns of mathematical development (numbers), showing a <b>good</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>proficient</b> consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>5–6</b>
<b>4</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to develop relationships with children is <b>highly effective</b>.</p> <p>There is a <b>highly developed</b> understanding of the effects of a <b>wide</b> range of factors and the purpose of strategies, which is <b>mostly</b> in line with expected and atypical patterns of mathematical development (numbers), showing a <b>highly developed</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>refined</b> consideration given to meeting the personal, social and emotional developmental needs of children.</p>	<b>7–8</b>

	<p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	
<b>5</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to develop relationships with children is <b>exceptional</b>.</p> <p>There is an <b>excellent</b> understanding of the effects of an <b>extensive</b> range of factors and the purpose of strategies, which is <b>always</b> in line with expected and atypical patterns of mathematical development (numbers), showing an <b>excellent</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>highly sophisticated</b> consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<b>9–10</b>

## **Indicative content**

### **Demonstration of planning to develop relationships with children may include:**

- peer support and mixed ability group work, for example, children working together to play a maths game, taking turns to roll a die, to count on and winning and losing at games
- role play - setting places for Goldilocks and the Three Bears sharing food

### **Understanding of the effects of factors and the purpose of strategies, in line with expected and atypical patterns of development, the early education curriculum and supporting the children's PSE development, may include:**

- incorporating children's likes and interests to increase participation and self-esteem. For example, valuing children's ideas, experiences, and contributions and by giving praise and encouragement
- providing a balance between adult-led and child-initiated activities, such as an adult-led maths game or child-initiated play in a role play area. Knowing when to stand back and allow children to develop skills of exploration
- promoting non-cognitive skills. For example: resilience, curiosity, and perseverance
- using vocabulary that children are familiar with whilst ensuring correct mathematical terminology
- strategies for positive behaviour management during the mathematical activity. For example:
  - facilitating and modelling team working when carrying out elements of the activity outlining expected behaviour. For example, turn taking, listening to and respecting the ideas of others
  - encouraging independence and self-efficacy in completing tasks or using resources
  - facilitating opportunities for socialisation during group learning
  - effectively modelling behaviour expected of children, for example, co-operation, listening and not shouting out ideas
  - setting and reinforcing expectations for behaviour throughout the activity
  - providing instructions that are age and stage appropriate
  - using the setting's rewards and sanctions to maintain appropriate behaviour during the activity
- holistic strategies to support the child who is loud and has difficulty in turn taking, such as:
  - giving the child clearly defined boundaries or choosing a group activity or game which supports sharing and turn taking to encourage self-regulation
  - using praise and encouragement when the desired behaviour is achieved
  - supporting the child in the understanding of social rules
- holistic strategies to support the child who is quiet and shy and whose mum has just had a baby, for example:
  - activities like partner work to support the child's emotional security and to give them confidence
  - considering the child's interests, likes and dislikes by asking the child, parents and carers, and including them in the mathematical activity. This would increase the child's sense of value and wellbeing. During the activity the practitioner will respond to the child's feelings and offer appropriate support
  - use of praise and encouragement when the child participates

**Accept any other suitable responses.**

**PO3:** Plan, provide and review care, play and educational opportunities to enable children to progress

Band	Marking descriptors	Marks
	No creditworthy response.	<b>0</b>
<b>1</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to enable children to progress is <b>limited in effectiveness</b>.</p> <p>There is a <b>limited</b> understanding of planning and providing for children's individual needs, interests and stages of development and any opportunities for purposeful observation and assessment are <b>limited</b> in preparing children's next steps, which are <b>rarely</b> in line with the requirements of the early education curriculum.</p> <p>There is <b>minimal</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–4</b>
<b>2</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to enable children to progress is <b>moderately effective</b>.</p> <p>There is a <b>moderate</b> understanding of planning and providing for children's individual needs, interests and stages of development and there are <b>moderately appropriate</b> opportunities for purposeful observation and assessment to prepare children's next steps, which are <b>sometimes</b> in line with the requirements of the early education curriculum.</p> <p>There is <b>some</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>5–8</b>
<b>3</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to enable children to progress is <b>effective</b>.</p> <p>There is a <b>good</b> understanding of planning and providing for children's individual needs, interests and stages of development and there are <b>generally appropriate</b> opportunities for purposeful observation and assessment to prepare children's next steps, which are <b>generally</b> in line with the requirements of the early education curriculum.</p> <p>There is <b>proficient</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>9–12</b>
<b>4</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to enable children to progress is <b>highly effective</b>.</p> <p>There is a <b>highly developed</b> understanding of planning and providing for children's individual needs, interests and stages of development and there are <b>mostly appropriate</b> opportunities for purposeful observation and assessment to prepare children's next steps, which are <b>mostly</b> in line with the requirements of the early education curriculum.</p>	<b>13–16</b>

	<p>There is <b>refined</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	
<b>5</b>	<p>The planning for the educational activity targeting mathematical development (numbers) to enable children to progress is <b>exceptional</b>.</p> <p>There is an <b>excellent</b> understanding of planning and providing for children's individual needs, interests and stages of development and there are <b>highly appropriate</b> opportunities for purposeful observation and assessment to prepare children's next steps, which are <b>always</b> in line with the requirements of the early education curriculum.</p> <p>There is <b>highly sophisticated</b> consideration given to meeting the educational and developmental needs of children.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<b>17–20</b>

## **Indicative content**

### **Demonstration of observation, assessment and planning to support children's educational progress/next steps and individual needs may include:**

- use of appropriate approaches to planning utilised to complete the activity plan
- formal and informal monitoring of children's learning throughout the activity and different approaches to assessment used. For example, targeted questioning, informal observations or short group activities. Opportunities for purposeful and effective observations must be made to inform next steps for the child
- the activity has been planned in line with the identified areas of learning and development in the current early year's curriculum
- ensuring the learning objectives for the activity are being met
- identification of any specific educational or developmental needs of children on the activity plan. Evidence the activity differentiates, stretches, challenges and meets individual needs. Also, the individual needs of the shy and quiet child whose mum has just had a baby and the child who is loud and shouts out are acknowledged and catered for in the activity plan
- the planned activity and provision incorporate the different interests and learning styles of children. For example, some children will prefer active learning through being hands on, taking part in practical maths activities and games with real life problems to solve, such as "How many sandwiches do we need to make for Goldilocks and the Three Bears picnic? They want 2 each, how many shall we make?"
- planning and provision - support children to engage with peers, adults, and their environment. For example, by playing, exploring and critical thinking related to the wider environment
- the children's interests and ideas are built on throughout the activity to ensure participation, for example, choice of story to appeal to everyone, such as 'The Elves and The Shoemaker', 'Goldilocks and the Three Bears', 'Pirates Love Underpants'.
- resources are adapted to meet individual needs of the children. For example, left-handed scissors or different types of mark making resources, pencil grips, number lines and counting resources such as counting bears, cars, cubes, fir cones
- examples of numbers and their formation
- adaptations in the outside environment to ensure all children are able to access the activity
- the activity ensures stretch and challenge of children's knowledge and skills. For example, by providing extension tasks or by including opportunity for risk and challenge
- the activity enhances learning by building on children's interests and incorporates children's ideas

**Accept any other suitable responses.**

**PO4: Safeguard and promote the health, safety, and wellbeing of children**

<b>Band</b>	<b>Marking descriptors</b>	<b>Marks</b>
	No creditworthy response.	<b>0</b>
<b>1</b>	<p>The plan for the educational activity targeting mathematical development (numbers) to safeguard and promote the health, safety and wellbeing of children is <b>limited in effectiveness</b>.</p> <p>There is a <b>limited</b> understanding of the impact of a <b>very limited</b> range of factors on children’s health and wellbeing, which is <b>rarely</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a <b>limited</b> understanding of the impact of safeguarding and risk management, which is <b>rarely</b> in line with policies and procedures.</p> <p>There is <b>minimal</b> consideration given to the effect of the educational activity on children’s resilience, curiosity, and independence.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–3</b>
<b>2</b>	<p>The plan for the educational activity targeting mathematical development (numbers) to safeguard and promote the health, safety and wellbeing of children is <b>moderately effective</b>.</p> <p>There is a <b>moderate</b> understanding of the impact of a <b>limited</b> range of factors on children’s health and wellbeing, which is <b>sometimes</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is <b>moderate</b> understanding of the impact of safeguarding and risk management, which is <b>sometimes</b> in line with policies and procedures.</p> <p>There is <b>some</b> consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>4–6</b>
<b>3</b>	<p>The plan for the educational activity targeting mathematical development (numbers) to safeguard and promote the health, safety and wellbeing of children is <b>effective</b>.</p> <p>There is a <b>good</b> understanding of the impact of a <b>moderate</b> range of factors on children’s health and wellbeing, which is <b>generally</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a <b>good</b> understanding of the impact of safeguarding and risk management, which is <b>generally</b> in line with policies and procedures.</p> <p>There is <b>proficient</b> consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>7–9</b>



<p><b>4</b></p>	<p>The plan for the educational activity targeting mathematical development (numbers) to safeguard and promote the health, safety and wellbeing of children is <b>highly effective</b>.</p> <p>There is a <b>highly developed</b> understanding of the impact of a <b>wide</b> range of factors on children’s health and wellbeing, which is <b>mostly</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a <b>highly developed</b> understanding of the impact of safeguarding and risk management, which is <b>mostly</b> in line with policies and procedures.</p> <p>There is <b>refined</b> consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	<p><b>10–12</b></p>
<p><b>5</b></p>	<p>The plan for the educational activity targeting mathematical development (numbers) to safeguard and promote the health, safety and wellbeing of children is <b>exceptional</b>.</p> <p>There is an <b>excellent</b> understanding of the impact of an <b>extensive</b> range of factors on children’s health and wellbeing, which is <b>always</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is an <b>excellent</b> understanding of the impact of safeguarding and risk management, which is <b>always</b> in line with policies and procedures.</p> <p>There is <b>highly sophisticated</b> consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<p><b>13–15</b></p>

### **Indicative content**

**Demonstration of planning to promote the health, safety, resilience, independence and wellbeing of children in line with educational factors, policies/procedures and the early education curriculum, may include:**

- awareness that children's health and self-care must be maintained during the activity and the role of the adult in promoting this. For example, managing safe use of equipment and resources such as scissors, managing toileting with the group of children
- if using the outdoor environment for the activity students must also:
  - encourage children to wash hands after touching natural objects for counting, such as leaves and sticks
  - ensure children are appropriately dressed for outside activity depending on weather, including coats, wellies, sunhats
  - promote safe use of equipment and resources
  - remind children to stay hydrated during hot weather
  - manage toileting with the group of children
- awareness of the links between maintaining children's health for effective/improved learning
- following the setting's policies and procedures for health and safety, for example, if a child has any allergies, requires an inhaler or is carrying a first aid box
- contributing to any relevant records during the course of the activity, for example, daily registers or medication requirements
- following the setting's policies and procedures for risk assessment of the area being used for the activity. For example, identifying and minimising any risks or hazards prior to the activity taking place. There are opportunities for and balance between appropriate risk and challenge for children
- ensuring the emotional wellbeing of children, for example, demonstrating sensitivity to any fears or concerns they have in the environment
- preparing the children by talking them through the activity so that they know what to expect
- key principles and practitioner responsibilities for safeguarding children and adults in the nursery setting:
  - safeguarding confidentiality of the children involved in the activity. For example, parental consent for videos or photography and use of an online learning journal such as Tapestry
  - ensuring own safeguarding, for example, not working alone with the group of children
- ensuring effective supervision of children during the activity to maintain children's safety at all times
- opportunities for children's collaboration to extend children's relationships and friendships where appropriate

**Accept any other suitable responses.**

**PO5:** Work in partnership with colleagues, parents, carers and other professionals to support children's development

Band	Marking descriptors	Marks
	No creditworthy response.	<b>0</b>
<b>1</b>	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is <b>limited</b> in <b>effectiveness</b>.</p> <p>There is a <b>limited</b> understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress in mathematical development (numbers).</p> <p>There is <b>minimal</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–2</b>
<b>2</b>	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is <b>moderately effective</b>.</p> <p>There is a <b>moderate</b> understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress in mathematical development (numbers).</p> <p>There is <b>some</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>3–4</b>
<b>3</b>	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is <b>effective</b>.</p> <p>There is a <b>good</b> understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress in mathematical development (numbers).</p> <p>There is <b>proficient</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>5–6</b>
<b>4</b>	<p>The planning for the educational activity to support children's health, wellbeing, education and development by working in partnership is <b>highly effective</b>.</p> <p>There is a <b>highly developed</b> understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress in mathematical development (numbers).</p> <p>There is <b>refined</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p>	<b>7–8</b>

	<p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	
<b>5</b>	<p>The planning for the educational activity to support children's health, wellbeing, education, and development by working in partnership is <b>exceptional</b>.</p> <p>There is an <b>excellent</b> understanding of how working in partnership with colleagues, parents, carers and other professionals meets children's individual needs and enables children to progress in mathematical development (numbers).</p> <p>There is <b>highly sophisticated</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<b>9–10</b>

### **Indicative content**

#### **Demonstration of planning to support children's holistic development by working in partnership may include:**

- details of any support staff or any follow-up activities, for example, work to be completed at home or ways in which parents and carers can support
- records and reports – special requirements such as education, health and care plans (EHCPs)
- plans to discuss progress and plan next steps with colleagues, parents and carers
- the role of the practitioner to effectively carry out the activity in line with the learning objectives
- partnership working linked to EYFS requirements. For example, sharing information on the activity with other practitioners in the setting including the class teacher or teaching assistants
- purpose and benefits of partnership working to support children's education and progression

**Accept any other suitable responses.**

## Educational activity 2: expressive arts and design

**PO1:** Support and promote children’s play, development, and early education

Band	Marking descriptors	Marks
	No creditworthy response.	<b>0</b>
<b>1</b>	<p><b>Limited effectiveness</b> demonstrated in planning to meet children’s expected and/or atypical skills in expressive arts and design, with a selection of resources and equipment that is <b>likely</b> to be <b>inappropriate</b> to the educational activity and the age and stage of development of the children.</p> <p>There is a <b>limited</b> understanding of the purpose and application of a <b>narrow</b> range of pedagogical strategies, showing a <b>limited</b> understanding of the requirements of the early education curriculum. There are <b>minimal</b> links to learning theory or philosophical approaches.</p> <p>There is <b>minimal</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–5</b>
<b>2</b>	<p><b>Moderate effectiveness</b> demonstrated in planning to meet children’s expected and/or atypical skills in expressive arts and design, with a selection of resources and equipment that have <b>limited appropriateness</b> to the educational activity and the age and stage of development of the children.</p> <p>There is a <b>moderate</b> understanding of the purpose and application of a <b>limited</b> range of pedagogical strategies, showing a <b>moderate</b> understanding of the requirements of the early education curriculum. There are <b>some</b> links to learning theory or philosophical approaches, these have <b>limited appropriateness</b> to the suggested educational activity.</p> <p>There is <b>some</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>6–10</b>
<b>3</b>	<p><b>Effective</b> demonstration of planning to meet children’s expected and/or atypical skills in expressive arts and design, with a selection of resources and equipment that is <b>generally appropriate</b> to the educational activity and the age and stage of development of the children.</p> <p>There is a <b>good</b> understanding of the purpose and application of a <b>moderate</b> range of pedagogical strategies, showing a <b>good</b> understanding of the requirements of the early education curriculum. There are <b>some</b> links to learning theory or philosophical approaches, these are <b>generally appropriate</b> to the suggested educational activity.</p> <p>There is <b>proficient</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>11–15</b>

<p><b>4</b></p>	<p><b>Highly effective</b> demonstration of planning to meet children’s expected and/or atypical skills in expressive arts and design, with a selection of resources and equipment that is <b>mostly appropriate</b> to the educational activity and the age and stage of development of the children.</p> <p>There is a <b>highly developed</b> understanding of the purpose and application of a <b>wide</b> range of pedagogical strategies, showing a <b>highly developed</b> understanding of the requirements of the early education curriculum. There are <b>clear</b> links to learning theory or philosophical approaches, these are <b>mostly appropriate</b> to the suggested educational activity.</p> <p>There is <b>refined</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	<p><b>16–20</b></p>
<p><b>5</b></p>	<p><b>Exceptional</b> demonstration of planning to meet children’s expected and/or atypical skills in expressive arts and design, with a selection of resources and equipment that is <b>highly appropriate</b> to the educational activity and the age and stage of development of the children.</p> <p>There is an <b>excellent</b> understanding of the purpose and application of an <b>extensive</b> range of pedagogical strategies, showing an <b>excellent</b> understanding of the requirements of the early education curriculum. There are <b>excellent</b> links to learning theory or philosophical approaches, these are <b>appropriate</b> to the suggested educational activity.</p> <p>There is <b>highly sophisticated consideration</b> given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<p><b>21–25</b></p>

<p><b>Indicative content</b></p> <p><b>Demonstration of planning to meet children’s expected and/or atypical development may include:</b></p> <p>Expected patterns of children’s development aged 4-5 years demonstrated through appropriateness of provision. For example,</p> <ul style="list-style-type: none"> <li>• learning objectives of the planned activity</li> <li>• educational opportunities within the planned activity</li> <li>• supporting age-appropriate skills in expressive arts and design, for example:             <ul style="list-style-type: none"> <li>○ building a repertoire of songs and dances and exploring different sounds of instruments related to the story chosen such as ‘Going on a Bear Hunt’ by Michael Rosen and Helen Oxenbury</li> <li>○ exploring what happens when they mix colours, experiments with textures and -combing different media to create new effects. such as designing underpants for Pirates based on ‘Pirates Love Underpants’ by Claire Freeman.</li> <li>○ constructing with a purpose in mind, using a variety of resources, using simple tools and techniques competently and manipulate materials to achieve planned effects such as make a new chair for baby bear from Goldilocks and the Three Bears</li> </ul> </li> </ul>
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- the instructions to the children and for the activity are not overly complicated and are broken down into smaller steps and sometimes images are used in the instructions
- children can test their own capabilities related to risk and challenge.
- Supporting children's atypical development, evidenced through:
  - differentiation of activities and resources provided such as easy-grip scissors or instruments for music making
  - extending learning where appropriate by providing new and different materials for the children to experiment with and opportunities to consolidate their learning by devising new challenges

**Selection of relevant resources and equipment may include:**

- appropriate for the age and stage of the children
- effectively modelled. For example, the safe use of scissors when cutting, the safe use of any tools used, how to mix colours independently and how to tidy up resources used.
- Choice of activity considers factors that may impact on expressive arts and design activities. For example:
  - biological factors such as ADHD on a child's ability to concentrate and self-regulate during an activity, such as story time or group work
  - environmental factors such as birth of a new sibling impacting on social interaction, confidence, and behaviour in engaging in an activity and joining in the actions of a new song

**Understanding of the purpose and application of relevant pedagogical strategies may include:**

- the use of enabling environments within the classroom or outdoor space to provide rich learning opportunities to support and develop expressive arts and design skills and abilities through play and playful teaching. For example, depending on choice of story for stimulus,
  - use of model-making table with exciting resources available to make a chair for baby bear
  - different powder paints available to mix colours independently for artwork
  - outdoor environment to make a den for a bear, mud faces on a tree trunk, mud monsters on sticks, a pixie or fairy home
- incorporating children's likes and interests into the activity. For example,
  - the choice of story to act as a stimulus such as 'Pirates Love Underpants' by Claire Freeman or 'Going on a Bear Hunt' by Michael Rosen and Helen Oxenbury
- the choice of media and materials used for the activity like clay, playdough, musical instruments, woodland materials if outdoors
- providing group activities where children work together, developing their skills in expressive arts and design - such as
  - a group or paired work building a den or designing a chair for a bear
  - group songs and dances
  - This will support the quiet, shy child, thereby providing a safe environment to build confidence. Peer support also allows children to work together to develop their imagination and descriptive language and improve their ability to learn.
- using effective questioning techniques by posing challenging, open-ended questions to support problem-solving. For example,



- What do you need?
- How will you make it?
- How can you make it better?
- What will happen if...?
- providing a balance between adult-led and child-initiated activities, such as showing children how they could make a chair, build a den, make a mud face and providing a range of interesting resources for children to use and allowing children to design it as they wish using a range of self-selected resources. Allowing the children to take their learning where they want to
- use of outdoor education, such as the Early Years green outdoor space, to support expressive arts and design
- providing structured opportunities to develop skills in expressive arts and design, such as how to mix colours and paint a picture or learn a dance or song with set moves and lyrics
- flexibility during the planned activity to extend learning and harnessing unplanned opportunities
- resources, equipment, and selected activity supports the holistic development of the children, with links to other areas of learning and development supported within the expressive arts and design activity. For example:
  - **Communication and language**- use of descriptive vocabulary, talking about their ideas and creations. Using language to imagine and recreate roles
  - **PSE**- supporting appropriate stages of play which promote the development of early friendships, cooperation, and emotional security
  - **Physical development**- experimenting with different ways of moving and use of simple tools to effect changes to materials
  - **Literacy**- writing labels and instructions for designs.
- Different types of play activities promote children's areas of development and sense of agency for example, creative play promotes cognitive development by using their imagination, social and emotional development by allowing them choices and opportunities to explore. Imaginative play promoting social and emotional development including developing the imagination and testing boundaries and heuristic play promoting cognitive development and physical development by supporting coordination and motor skills

**Appropriate links to theoretical or philosophical approaches to inform planning of the educational activity, may include:**

- Elinor Goldschmied –Heuristic play
- Rudolf Steiner – Creativity and expression
- Forest School activities
- Highscope

**Consideration given to meeting the individual and/or holistic developmental needs of children may include:**

- ensuring additional/different resources are available, fundamental British values are promoted and a recognition that not all activities may be suitable for all children
- ensuring the child who lacks confidence and the child who is loud and cannot share, can participate in the activity.

**Accept any other suitable responses.**



**PO2: Develop relationships with children to facilitate their development**

Band	Marking descriptors	Marks
	No creditworthy response.	0
1	<p>The planning for the educational activity targeting skills in expressive arts and design to develop relationships with children is <b>limited</b> in <b>effectiveness</b>.</p> <p>There is a <b>limited</b> understanding of the effects of a <b>narrow</b> range of factors and the purpose of strategies, which is <b>rarely</b> in line with expected and atypical patterns of skills in expressive arts and design, showing a <b>limited</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>minimal</b> consideration given to meeting the personal, social, and emotional developmental needs of children.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	1–2
2	<p>The planning for the educational activity targeting skills in expressive arts and design to develop relationships with children is <b>moderately effective</b>.</p> <p>There is a <b>moderate</b> understanding of the effects of a <b>limited</b> range of factors and the purpose of strategies, which is <b>sometimes</b> in line with expected and atypical patterns of skills in expressive arts and design, showing a <b>moderate</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>some</b> consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	3–4
3	<p>The planning for the educational activity targeting skills in expressive arts and design to develop relationships with children is <b>effective</b>.</p> <p>There is a <b>good</b> understanding of the effects of a <b>moderate</b> range of factors and the purpose of strategies, which is <b>generally</b> in line with expected and atypical patterns of skills in expressive arts and design, showing a <b>good</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>proficient</b> consideration given to meeting the personal, social, and emotional developmental needs of children.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	5–6
4	<p>The planning for the educational activity targeting skills in expressive arts and design to develop relationships with children is <b>highly effective</b>.</p> <p>There is a <b>highly developed</b> understanding of the effects of a <b>wide</b> range of factors and the purpose of strategies, which is <b>mostly</b> in line with expected and atypical patterns of skills in expressive arts and design, showing a <b>highly developed</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>refined</b> consideration given to meeting the personal, social, and emotional developmental needs of children.</p>	7–8

	<p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	
<b>5</b>	<p>The planning for the educational activity targeting skills in expressive arts and design to develop relationships with children is <b>exceptional</b>.</p> <p>There is an <b>excellent</b> understanding of the effects of an <b>extensive</b> range of factors and the purpose of strategies, which is <b>always</b> in line with expected and atypical patterns of skills in expressive arts and design, showing an <b>excellent</b> understanding of the requirements of the early education curriculum.</p> <p>There is <b>highly sophisticated</b> consideration given to meeting the personal, social and emotional developmental needs of children.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<b>9–10</b>

## **Indicative content**

### **Demonstration of planning to develop relationships with children may include:**

- the pedagogical strategies selected develop the children's skills in expressive arts and design with a focus on exploring and using media and materials. For example, by:
  - incorporating children's likes and interests to increase participation and self-esteem, for example, by valuing children's ideas, experiences, and contributions and by giving praise and encouragement
  - providing a balance between adult-led and child-initiated activities, such as an adult-led dance or craft activity or child-initiated model making or painting. Knowing when to stand back and allow the children to develop skills of exploration
  - promoting non-cognitive skills such as resilience, curiosity, and perseverance
  - use of vocabulary that children are familiar with

### **Understanding of the effects of factors and the purpose of strategies, in line with expected and atypical patterns of development, the early education curriculum and supporting children's PSE development, may include:**

- strategies for positive behaviour management during the expressive arts and design activity, for example:
  - facilitating and modelling teamwork when carrying out elements of the activity
  - outlining expected behaviour by setting and reinforcing expectations for behaviour throughout the activity such as turn taking, listening to and respecting the ideas of others
  - effectively modelling behaviour expected from the children such as co-operation, listening and not shouting out
  - encouraging independence and self-efficacy in completing tasks or using resources
  - facilitating opportunities for socialisation during group learning
  - providing instructions that are age and stage appropriate
- strategies to support specific needs of children participating in the activity, for example:
  - strategies to support the child who is loud and has difficulty in turn taking linked to their holistic development. For example, giving the child clearly defined boundaries, or choosing a group activity or game which supports sharing and turn taking to encourage self-regulation. Using praise and encouragement when the desired behaviour is achieved. Supporting the child in the understanding of social rules
  - strategies to support the child who is quiet and shy and whose mum has just had a baby, linked to their holistic development. Activities such as partner work to support the child's emotional security and to give them confidence. Considering the child's interests, likes and dislikes by asking the child, parents and carers and including these within the expressive arts and design activity. This would increase the child's sense of value and wellbeing. During the activity the practitioner will respond to the child's feelings by offering appropriate support and use of praise and encouragement when the child participates

**Accept any other suitable responses.**

**PO3:** Plan, provide and review care, play and educational opportunities to enable children to progress

Band	Marking descriptors	Marks
	No creditworthy response.	<b>0</b>
<b>1</b>	<p>The planning for the educational activity targeting skills in expressive arts and design to enable children to progress is <b>limited</b> in <b>effectiveness</b>.</p> <p>There is a <b>limited</b> understanding of planning and providing for children’s individual needs, interests and stages of development and any opportunities for purposeful observation and assessment are <b>limited</b> in preparing children’s next steps, which are <b>rarely</b> in line with the requirements of the early education curriculum.</p> <p>There is <b>minimal</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity <b>is unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–4</b>
<b>2</b>	<p>The planning for the educational activity targeting skills in expressive arts and design to enable children to progress is <b>moderately effective</b>.</p> <p>There is a <b>moderate</b> understanding of planning and providing for children’s individual needs, interests and stages of development and there are <b>moderately appropriate</b> opportunities for purposeful observation and assessment to prepare children’s next steps, which are <b>sometimes</b> in line with the requirements of the early education curriculum.</p> <p>There is <b>some</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>5–8</b>
<b>3</b>	<p>The planning for the educational activity targeting skills in expressive arts and design to enable children to progress is <b>effective</b>.</p> <p>There is a <b>good</b> understanding of planning and providing for children’s individual needs, interests and stages of development and there are <b>generally appropriate</b> opportunities for purposeful observation and assessment to prepare children’s next steps, which are <b>generally</b> in line with the requirements of the early education curriculum.</p> <p>There is <b>proficient</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>9–12</b>
<b>4</b>	<p>The planning for the educational activity targeting skills in expressive arts and design to enable children to progress is <b>highly effective</b>.</p> <p>There is a <b>highly developed</b> understanding of planning and providing for children’s individual needs, interests and stages of development and there are <b>mostly appropriate</b> opportunities for purposeful observation and assessment to prepare children’s next steps, which are <b>mostly</b> in line with the requirements of the early education curriculum.</p>	<b>13–16</b>

	<p>There is <b>refined</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	
<b>5</b>	<p>The planning for the educational activity targeting skills in expressive arts and design to enable children to progress is <b>exceptional</b>.</p> <p>There is an <b>excellent</b> understanding of planning and providing for children's individual needs, interests and stages of development and there are <b>highly appropriate</b> opportunities for purposeful observation and assessment to prepare children's next steps, which are <b>always</b> in line with the requirements of the early education curriculum.</p> <p>There is <b>highly sophisticated</b> consideration given to meeting the educational and developmental progress of children.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<b>17–20</b>

### **Indicative content**

#### **Demonstration of observation, assessment and planning to support children's educational progress and individual needs may include:**

- use of appropriate approaches to planning utilised to complete activity plan
- formal and informal monitoring of children's learning throughout the activity and different approaches to assessment used. For example, targeted questioning, informal observations, or short group activities. Purposeful and effective observations must be made to inform next steps for the child
- the activity has been planned in line with the identified areas of learning and development in the current early year's curriculum
- ensuring the learning objectives for the activity are being met
- identification of any specific educational or developmental needs of children on the activity plan. Evidence that the activity differentiates, stretches, challenges, and meets individual needs. Also, the individual needs of the shy and quiet child whose mum has just had a baby and the child who is loud and shouts out are acknowledged and catered for in the activity plan
- the children's interests and different learning styles are followed within the activity, by gaining feedback from children, parents/carers. Observation of children, to gain an understanding of their play preferences. For example, some children may spend a lot of time in the model making area. The practitioner's activity may then use this area to base their activity in
- the activity chosen ensures stretch and challenge of children's knowledge and skills. For example, by providing extension tasks and including opportunities for risk and challenge
- planning and provision support children to engage with peers, adults, and their environment by playing, exploring and by developing critical thinking
- resources are adapted to meet the individual needs of the children for example left-handed scissors, easy grip scissors, thick paint brushes, a range of mark making resources
- the activity enhances the child's learning by incorporating their ideas

**Accept any other suitable responses.**



**PO4: Safeguard and promote the health, safety, and wellbeing of children**

Band	Marking descriptors	Marks
	No creditworthy response.	<b>0</b>
<b>1</b>	<p>The plan for the educational activity targeting skills in expressive arts and design to safeguard and promote the health, safety and wellbeing of children is <b>limited in effectiveness</b>.</p> <p>There is a <b>limited</b> understanding of the impact of a <b>very limited</b> range of factors on children’s health and wellbeing, which is <b>rarely</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a <b>limited</b> understanding of the impact of safeguarding and risk management, which is <b>rarely</b> in line with policies and procedures.</p> <p>There is <b>minimal</b> consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–3</b>
<b>2</b>	<p>The plan for the educational activity targeting skills in expressive arts and design to safeguard and promote the health, safety and wellbeing of children is <b>moderately effective</b>.</p> <p>There is a <b>moderate</b> understanding of the impact of a <b>limited</b> range of factors on children’s health and wellbeing, which is <b>sometimes</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is <b>moderate</b> understanding of the impact of safeguarding and risk management, which is <b>sometimes</b> in line with policies and procedures.</p> <p>There is <b>some</b> consideration given to the effect of the educational activity on children’s resilience, curiosity, and independence.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>4–6</b>
<b>3</b>	<p>The plan for the educational activity targeting skills in expressive arts and design to safeguard and promote the health, safety and wellbeing of children is <b>effective</b>.</p> <p>There is a <b>good</b> understanding of the impact of a <b>moderate</b> range of factors on children’s health and wellbeing, which is <b>generally</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a <b>good</b> understanding of the impact of safeguarding and risk management, which is <b>generally</b> in line with policies and procedures.</p> <p>There is <b>proficient</b> consideration given to the effect of the educational activity on children’s resilience, curiosity, and independence.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>7–9</b>

<p><b>4</b></p>	<p>The plan for the educational activity targeting skills in expressive arts and design to safeguard and promote the health, safety and wellbeing of children is <b>highly effective</b>.</p> <p>There is a <b>highly developed</b> understanding of the impact of a <b>wide</b> range of factors on children’s health and wellbeing, which is <b>mostly</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is a <b>highly developed</b> understanding of the impact of safeguarding and risk management, which is <b>mostly</b> in line with policies and procedures.</p> <p>There is <b>refined</b> consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	<p><b>10–12</b></p>
<p><b>5</b></p>	<p>The plan for the educational activity targeting skills in expressive arts and design to safeguard and promote the health, safety and wellbeing of children is <b>exceptional</b>.</p> <p>There is an <b>excellent</b> understanding of the impact of an <b>extensive</b> range of factors on children’s health and wellbeing, which is <b>always</b> in line with learning and developmental areas within the requirements of the early education curriculum.</p> <p>There is an <b>excellent</b> understanding of the impact of safeguarding and risk management, which is <b>always</b> in line with policies and procedures.</p> <p>There is <b>highly sophisticated</b> consideration given to the effect of the educational activity on children’s resilience, curiosity and independence.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity <b>is likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b></p>	<p><b>13–15</b></p>

## Indicative content

### **Demonstration of planning to promote the health, safety, resilience, independence and wellbeing of children in line with educational factors, policies/procedures and the early education curriculum, may include:**

- awareness that children's health and self-care must be maintained during the activity and the role of the adult in promoting this. For example: the safe use of equipment and resources, such as scissors, managing toileting with the group of children. If using the outdoor environment for an activity, students must also:
  - encourage children to wash hands after touching natural objects, for example sticks after den building
  - ensure the children are appropriately dressed for outside activity depending on the weather, including coats, wellies, sunhats
  - promote safe use of equipment and resources
  - remind the children to stay hydrated during hot weather
  - manage toileting with the group of children
- awareness of the links between maintaining children's health for effective/improved learning
- following the setting's policies and procedures for health and safety and risk assessment. For example, if a child requires any medication during the timings of the activity.
- opportunities for and a balance between appropriate risk and challenge for children
- contributing to any relevant records during the course of the activity, for example, daily registers or medication requirements
- following the setting's policies and procedures for risk assessment of the area being used for the activity, for example, identifying and minimising any risks or hazards prior to the activity taking place
- ensuring the emotional wellbeing of children, for example, demonstrating sensitivity to any fears or concern they may have. Preparing the children by talking them through the activity so that they know what to expect
- key principles and practitioner responsibilities for safeguarding children and adults in the nursery setting:
  - safeguarding confidentiality of the children involved in the activity. For example, parental consent for videos or photography and use of online learning journals such as Tapestry
  - ensuring own safeguarding. For example, not working alone with the group of children
- ensuring effective supervision of children during the activity to maintain children's safety at all times
- opportunities for children's collaboration to extend children's relationships and friendships where appropriate

**Accept any other suitable responses.**

**PO5:** Work in partnership with colleagues, parents, carers and other professionals to support children’s development

Band	Marking descriptors	Marks
	No creditworthy response.	<b>0</b>
<b>1</b>	<p>The planning for the educational activity to support children’s health, wellbeing, education, and development by working in partnership is <b>limited</b> in <b>effectiveness</b>.</p> <p>There is a <b>limited</b> understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children’s individual needs and enables children to progress in skills in expressive arts and design.</p> <p>There is <b>minimal</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>very significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>unlikely</b> to meet the individual needs of <b>most</b> children and has <b>minimal</b> application to the context.</p>	<b>1–2</b>
<b>2</b>	<p>The planning for the educational activity to support children’s health, wellbeing, education, and development by working in partnership is <b>moderately effective</b>.</p> <p>There is a <b>moderate</b> understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children’s individual needs and enables children to progress in skills in expressive arts and design</p> <p>There is <b>some</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>significant</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>few</b> children and application to the context has <b>limited appropriateness</b>.</p>	<b>3–4</b>
<b>3</b>	<p>The planning for the educational activity to support children’s health, wellbeing, education, and development by working in partnership is <b>effective</b>.</p> <p>There is a <b>good</b> understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children’s individual needs and enables children to progress in skills in expressive arts and design</p> <p>There is <b>proficient</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>moderate</b> errors which would impede the delivery of the educational activity. The educational activity <b>is likely</b> to meet the individual needs of <b>some</b> children and has <b>generally appropriate</b> application to the context.</p>	<b>5–6</b>
<b>4</b>	<p>The planning for the educational activity to support children’s health, wellbeing, education, and development by working in partnership is <b>highly effective</b>.</p> <p>There is a <b>highly developed</b> understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children’s individual needs and enables children to progress in skills in expressive arts and design.</p> <p>There is <b>refined</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p>	<b>7–8</b>

	<p>There are <b>minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>most</b> children and application to the context is <b>mostly appropriate</b>.</p>	
<b>5</b>	<p>The planning for the educational activity to support children's health, wellbeing, education, and development by working in partnership is <b>exceptional</b>.</p> <p>There is an <b>excellent</b> understanding of how working in partnership with colleagues, parents, carers, and other professionals meets children's individual needs and enables children to progress in skills in expressive arts and design.</p> <p>There is <b>refined</b> consideration given to meeting the individual and/or holistic developmental needs of children.</p> <p>There are <b>very minor</b> errors which would impede the delivery of the educational activity. The educational activity is <b>likely</b> to meet the individual needs of <b>all</b> children and application to the context is <b>highly appropriate</b>.</p>	<b>9–10</b>

### **Indicative content**

#### **Demonstration of planning to support children’s holistic development by working in partnership may include:**

- details of any support staff required to safely carry out the planned activity
- details of any follow-up activities, for example, work to be completed at home or ways in which parents and carers can support
- records and reports – special requirements such as education, health and care plans (EHCPs)
- plans to discuss progress and plan next steps with colleagues, parents and carers
- the role of the practitioner to effectively carry out the activity in line with the learning objectives
- partnership working linked to EYFS requirements. For example, sharing information on the activity with other practitioners in the setting including the class teacher or teaching assistants
- purpose and benefits of partnership working to support children’s education and progression

#### **Accept any other suitable responses**

## **Document information**

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