

# T Level Technical Qualification in Education and Early Years (603/5829/4)

## Occupational Specialism: Assisting Teaching

### Analysis and Evaluation of Case Studies

Assignment 3

Paper number: P002052

**Assessment Date:** 3<sup>rd</sup> May 2023

**Time allowed: 4 hours**

#### Student instructions

- Use black or blue ink.
- Fill in the boxes at the bottom of this page.
- Answer **all** questions.

#### Student information

- This assignment is completed under supervised conditions.
- You will have 4 hours to complete this assignment.
- You may take supervised rest breaks.
- The maximum number of marks for this assignment is 100.
- Access to course materials and other resources is **not** permitted.

Please complete the details below clearly and in BLOCK CAPITALS.

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

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

Student number

Provider number

**Do not turn over until the supervisor tells you to do so**

**BARCODE - TQ/EC/OC/AT/ASS3**

| To be completed by<br>the examiner |  |
|------------------------------------|--|
| Case<br>study 1                    |  |
| Case<br>study 2                    |  |
| TOTAL<br>MARK                      |  |

## Case study 1: Safeguarding and wellbeing

Read the case study below.

- You are a teaching assistant working in a secondary school with Year 8 pupils. For the past three weeks you have been supporting a science lesson. The pupils in the lesson have been working in groups to produce presentations for the rest of the class. You are working with one of the groups on this project.

You have noticed a change in the behaviour of Safia, one of the members of the group. At the start of the project, Safia was actively leading the group and making excellent contributions to the presentation. Recently, Safia has become increasingly withdrawn during the presentation planning sessions and is contributing much less. Following a progress review, the teacher has confirmed that Safia has not completed the tasks required for her contribution to the presentation. The other pupils in the group have become concerned that this will impact on the final presentation and are working to complete the presentation without including Safia. Safia has also said that she is not confident to speak in front of others and is worried about using the technology required for the presentation.

You have overheard the other pupils saying that Safia has been receiving unpleasant comments about her appearance on her social media accounts. You have also noticed that Safia is spending breaks and lunchtimes alone checking her phone. This is unusual as she used to be surrounded by many friends. Teachers have informed you that Safia is less engaged in all lessons, which is having an impact on her overall learning and achievement.

















## Case study 2: learning and development

Read the case study below, and the practitioner observations in the insert.

2 You are working as a teaching assistant in a small primary school in a rural area. You have been working with a Year 6 class since the beginning of the academic year.

You have observed that Charlie, a pupil in the class, is experiencing difficulties in friendship groups and interacting with others. Charlie often has conflicts with his peers and changes 'best friends' on a regular basis. Pupils have told the class teacher that Charlie is telling them to do things that they do not want to do.

Charlie is reluctant to complete tasks in lessons and requires regular reminders to ensure he focuses and completes his work. Charlie has said that he has too much work to do. Other pupils have also reported to the teacher that Charlie often copies their work.

As the children move into the second term, school practitioners are supporting them to prepare for the transition to secondary school. You have been involved in the transition activities, including attending open events at local secondary schools, group talks and presentations.

When discussing the transition to secondary school with Charlie, he becomes upset and dismissive. Charlie insists that he does not want to move to another school.

You have been asked by the class teacher to support Charlie's learning and development needs and to support him to prepare for the transition to secondary school.

The class teacher's ongoing observations of Charlie have been provided to help you plan the required support.

















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