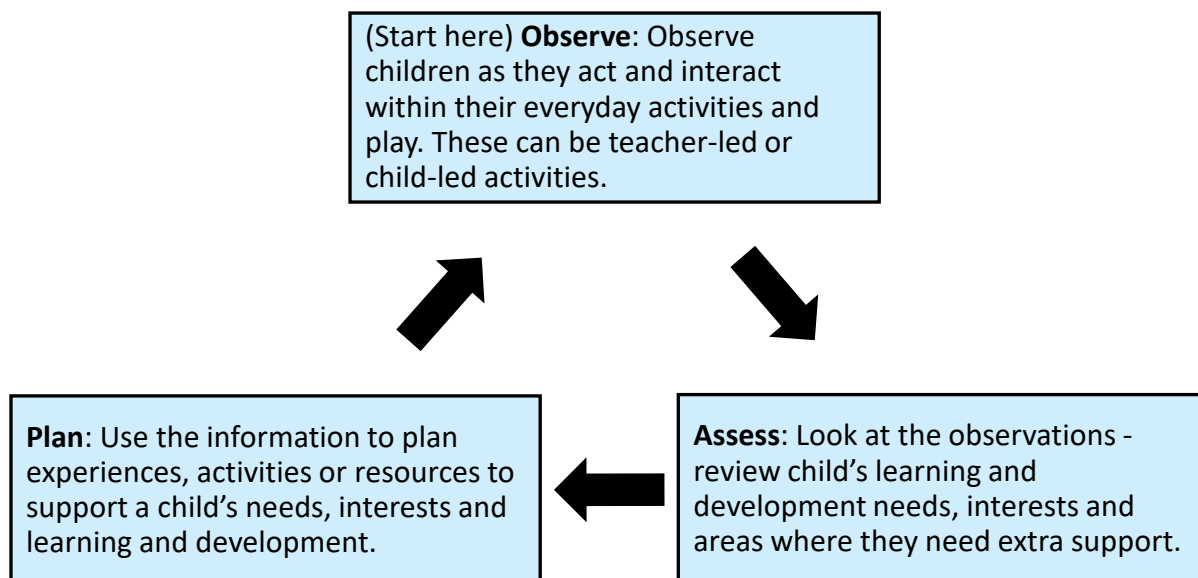


# Answers

## Chapter 8 Observation and Assessment

### Recall activities

- 1
  - a **Formative** assessments are **frequent, often informal, assessment that is designed to elicit ongoing evidence of children and young people's progress and attainment, which is used to inform the next steps.**
  - b **Summative** assessments are **final assessment, usually occurring at the end of a period of study, which is used to sum up children's and young people's overall level of attainment, and to provide data for the stakeholders (management teams, parents, Ofsted).**
- 2 Planning cycle:



- 3 Observation methods to include four of the following and one advantage of each:

Method	Identify one advantage of method
Checklist	<ul style="list-style-type: none"><li>▶ Quick and easy to use</li><li>▶ Can be repeated at a later date</li><li>▶ Clearly identifies skills</li></ul>
Tracking	<ul style="list-style-type: none"><li>▶ Provides a full picture of the child's movements</li><li>▶ Can be used to access the provision of activities and the environment</li></ul>
Time sample	<ul style="list-style-type: none"><li>▶ Simple and easy to record</li><li>▶ Observations can be recorded over a long period of time</li><li>▶ Open data is recorded</li></ul>
Event sample	<ul style="list-style-type: none"><li>▶ It is simple and easy to use</li><li>▶ Builds a picture of a specific behaviour or concern</li></ul>
Narrative/free description	<ul style="list-style-type: none"><li>▶ Focused on one specific activity</li><li>▶ Acquire a lot of data about the child and that specific skill</li></ul>

## Education and Early Years T Level Exam Practice Workbook

Snapshot/post-it note	<ul style="list-style-type: none"><li>▶ Can be spontaneous, does not need to be planned</li><li>▶ Only need a post-it note and pen</li><li>▶ Provides open date that can be evaluated later</li></ul>
Sociogram	<ul style="list-style-type: none"><li>▶ A straightforward method to use</li><li>▶ Effective for looking at quite large groups of children</li></ul>
Learning stories/journals	<ul style="list-style-type: none"><li>▶ A folder including a collection of pictures/written evidence of 'moments' of the child's journey in the setting</li><li>▶ Each child would have an individual journal to take home at the end of the year</li></ul>

### Short-answer exam-style practice questions

---

1 D – Classroom teacher [1]

2 a Include two of the following:

- ▶ Progress check at two [1]
- ▶ Reception Baseline Assessment [1]
- ▶ Early Years Foundation Stage Profile [1]

b Response to include **one** of the following summative assessments:

**Progress check at two** (include **two** of the following):

- ▶ Developing tracking: identifies the child's developmental progress in prime areas (communication and language, physical development, personal, social and emotional development). [1]
- ▶ Early intervention: highlights areas where the child may need additional support, allowing for early intervention strategies to be put in place. [1]
- ▶ Inform planning: helps practitioners to tailor educational experiences to meet the child's individual needs. [1]
- ▶ *Who it is shared with* (include **two** of the following):
  - ▶ Parents/guardians: provides insights into their child's development. [1]
  - ▶ Health visitors: for children who may need additional health and development support, ensuring a coordinated support. [1]
  - ▶ Other professionals: with parental consent, shared with relevant professionals such as speech and language therapists if specific concerns identified. [1]

**Reception Baseline Assessment (RBA)** (include **two** of the following):

- ▶ Initial benchmarking: establishes starting point of children's knowledge and skills in communication, language, literacy and mathematics as they enter Reception. [1]
- ▶ Tracking progress: provides a baseline for measuring progress throughout the Reception year and beyond. [1]
- ▶ Individual learning plans: assists in identifying each child's strengths and areas for development, helping to personalise learning plans. [1]
- ▶ *Who it is shared with* (include **two** of the following):
  - ▶ Parents/guardians: offers an early insight into their child's initial stage at school. [1]
  - ▶ Reception teachers: helps in planning and adjusting the curriculum to better meet the needs of the class and individual children. [1]
  - ▶ School leaders and administrators: used for strategic planning and resource allocation. [1]

**Early Years Foundation Stage Profile (EYFSP)** (include **two** of the following):

- ▶ End-of-year summary: provides a comprehensive summary of a child's development at the end of the EYFS across all 17 Early Learning Goals. [1]
- ▶ Transition to year 1: informs year 1 teachers about each child's development, helping to ensure a smooth transition and continued support. [1]

## Education and Early Years T Level Exam Practice Workbook

- ▶ Identifying learning needs: identifies areas where children have met, exceeded, or are emerging in their early learning goals, aiding in the formulation of subsequent learning objectives. [1]
- ▶ *Who it is shared with (include **two** of the following):*
  - ▶ Parents/guardians: offers detailed report on their child's achievements and areas for improvement. [1]
  - ▶ Year 1 teachers: ensures continuity of learning by providing essential information about each child's development and learning needs. [1]
  - ▶ Educational authorities: submitted to local authorities for monitoring and accountability purposes, contributing to national data on early years education. [1]
- 3 Include **two** of the following:
  - ▶ 'Long/medium term' planning is structured and pre-planned, whereas 'in the moment' planning is flexible and spontaneous. [1]
  - ▶ 'Long/medium term' planning involves setting learning objectives and activities over a set period, such as a term or year. 'In the moment' planning is immediate and responsive, focusing on capitalising on teachable moments to extend learning. [1]
  - ▶ 'Long term/medium term' planning example could be planning a thematic unit on seasons, with specific activities and goals for each week over a term. 'In the moment' planning example could be observing a child's interests in bugs during outdoor play and spontaneously setting up a bug hunt to explore the topic further. [1]
- 4 Include **two** of the following:
  - ▶ Tailoring activities: observations help identify each child's interests, strengths and areas for development, allowing educators to tailor activities to meet their specific needs. [1]
  - ▶ Setting goals: establish clear, achievable learning goals for individual children based on observed progress and developmental milestones. [1]
  - ▶ Responsive teaching: adjust the curriculum based on the collective interests and developmental stages observed in the group of children. [1]
  - ▶ Ensure appropriate materials and resources are available to support observed learning needs and interests. [1]
  - ▶ Progress monitoring: use observations to monitor and document children's progress over time, identifying any emerging patterns or development delay. [1]
  - ▶ Self-evaluation: reflect on the effectiveness of current teaching strategies and make necessary adjustments based on the observed outcomes. [1]
  - ▶ Team collaboration: share observations with colleagues to gain different perspectives and collaboratively plan activities and interventions. [1]

**Accept other appropriate responses.**

### Long-answer exam-style practice questions

---

- 1 **The role of the assessor** (*include evaluation on at least **three** of the following points to gain up to 3 marks for this part of the question*):
  - ▶ Practical competence: assesses the practical skills of students by directly observing their interactions and activities in the placement setting. [1]
  - ▶ Real-time feedback: provides immediate, constructive feedback, helping students to understand their strengths and areas for improvement. [1]
  - ▶ Quality assurance: ensures students meet the standards and competencies required. [1]
  - ▶ Consistent evaluation: uses standardised criteria to evaluate student performance, promoting consistency and fairness in assessments. [1]
  - ▶ Mentorship: acts as a mentor, guiding students through their practical experiences, helping them to reflect on their practice, and providing support for professional development. [1]
  - ▶ Personalised learning plans: develops individualised learning plans based on observations and assessments, addressing specific needs and promoting targeted skill development. [1]

## Education and Early Years T Level Exam Practice Workbook

**The importance of workplace observation** (include evaluation on at least **three** of the following points to gain up to 3 marks for this part of the question).

- ▶ Real world application: provides authentic assessment of their abilities. [1]
- ▶ Contextual understanding: allows the assessor to see how students handles the complexities and dynamics of the workplace. [1]
- ▶ Professional conduct: enables the assessor to evaluate the student's professionalism – communication, reliability etc. [1]
- ▶ Ethical practice: ensures that students practise ethically and responsibly, adhering to safeguarding and child protection protocols. [1]
- ▶ Continuous improvement: observations provide the basis for continuous improvement allowing student to receive feedback and refine their skills. [1]

**Accept other appropriate responses.**

**2** Responses could include discussion of the following:

Response	Guidance
<p><b>Importance of ongoing assessments:</b></p> <p>Early intervention:</p> <ul style="list-style-type: none"> <li>▶ Identification of struggles: regular assessments allow teachers to identify areas where children may be struggling early on.</li> <li>▶ Support for diverse learners: ensures that children with special educational needs or those who are at risk of falling behind receive the necessary support and resources promptly.</li> </ul> <p>Progress checking:</p> <ul style="list-style-type: none"> <li>▶ Tracking development: provides a continuous record of each student's academic and developmental progress. This helps in understanding how each child is advancing through the curriculum.</li> <li>▶ Setting goals: enables teachers to set realistic and personalised learning goals, tailoring instruction to meet each student's needs.</li> </ul> <p>Adaptive teaching:</p> <ul style="list-style-type: none"> <li>▶ Helps teachers adapt their teaching strategies based on ongoing needs and progress of the students.</li> <li>▶ Engagement and motivations: allow for adjustments of the curriculum that can better engage and motivate students, based on interest and progress.</li> </ul> <p><b>Sharing observations/assessments:</b></p> <p>Teachers:</p> <ul style="list-style-type: none"> <li>▶ Helps teachers to provide individualised support, ensuring that each student can achieve their full potential.</li> </ul> <p>Parents:</p> <ul style="list-style-type: none"> <li>▶ Sharing assessments keeps parents informed about their child's progress.</li> <li>▶ Enables parents to support their child's learning at home, reinforcing what is taught in school.</li> </ul>	<p><b>10–12 marks (Level 4):</b> Discussion is comprehensive and relevant, showing balanced justifications for conducting ongoing assessments. All links have been accurately made between who the observations should be shared with and how they should be shared in order to meet legal requirements. The response demonstrates extensive depth of understanding of formative assessment processes.</p> <p><b>7–9 marks (Level 3):</b> Discussion generally effective and mostly relevant to best practice and legal requirements of data protection. Most links have been made to assessment processes. Generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p><b>4–6 marks (Level 2):</b> Discussion somewhat effective and has some relevance to practice. Some links made to who the observations should be shared with and why. Brief understanding demonstrated of the need for formative assessments.</p>

## Education and Early Years T Level Exam Practice Workbook

<p>Special Education Coordinators and support staff:</p> <ul style="list-style-type: none"> <li>▶ Allows for development of implementation of targeted interventions and support plans for students.</li> <li>▶ Ensures that resources are allocated effectively to support students' specific needs.</li> </ul> <p><b>Storage of assessments:</b></p> <p>Where and how:</p> <ul style="list-style-type: none"> <li>▶ Digital records: should be stored in secure digital systems</li> <li>▶ Kept in secure, locked filing cabinets</li> </ul> <p>Significance of proper storage:</p> <ul style="list-style-type: none"> <li>▶ Confidentiality and data protection</li> <li>▶ Consistency and accuracy</li> <li>▶ Accessibility</li> </ul> <p><b>Legislation and policies</b></p> <ul style="list-style-type: none"> <li>▶ Data protection legislation (Data Protection Act 2018/UK GDPR)</li> <li>▶ School policies</li> <li>▶ Child protection and safeguarding</li> </ul>	<p>The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p><b>1–3 marks (Level 1):</b> Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to how the observations can be used and how they should be stored in order to meet legal requirements. The response shows superficial depth of understanding and omissions have been made.</p> <p><b>0 marks:</b> No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> <li>▶ The response is clearly expressed and well structured.</li> <li>▶ Wide range of technical vocabulary used appropriately to fit the response.</li> <li>▶ Rules of grammar are used effectively.</li> </ul>
--	--

**Accept other appropriate responses.**

### 3 Responses could include discussion of the following:

Response	Guidance
<p><b>Applying the EYFS planning cycle:</b></p> <p>Observation:</p> <ul style="list-style-type: none"> <li>▶ Engage with children: Maria observes with children during activities relating to animals and habitats, noting their interactions and interests and developmental stages.</li> <li>▶ Document findings: records observations in detail.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>▶ Analyse observations: reviews observations to review the child's current level of understanding and skills.</li> <li>▶ Developmental milestones: compares observations with EYFS developmental milestones.</li> </ul> <p>Planning:</p> <ul style="list-style-type: none"> <li>▶ Incorporate interests: use assessment data to plan activities that align with child's interests.</li> <li>▶ Differentiated activities: plan activities that cater for different ability levels.</li> </ul>	<p><b>10–12 marks (Level 4):</b> Discussion is comprehensive and relevant, showing balanced justifications for a range of activities and resources that can be planned for using the EYFS planning cycle. Demonstrates good understanding of the planning process and how it can support future learning and development. All links have been accurately made to the EYFS planning cycle. The response demonstrates extensive depth of understanding of creating an individualised approach to planning.</p>

## Education and Early Years T Level Exam Practice Workbook

<p><b>Using assessment information for future planning:</b></p> <ul style="list-style-type: none"> <li>▶ Informing future activities             <ul style="list-style-type: none"> <li>▶ Adapting themes</li> <li>▶ Addressing gaps</li> </ul> </li> <li>▶ Individualised approach             <ul style="list-style-type: none"> <li>▶ Personal learning goals</li> <li>▶ Tailored support</li> </ul> </li> <li>▶ Parental involvement             <ul style="list-style-type: none"> <li>▶ Sharing progress</li> <li>▶ Collaborative planning</li> </ul> </li> </ul>	<p><b>7–9 marks (Level 3):</b> Discussion generally effective and mostly relevant to the planning and assessment process. Most links have been made to the EYFS planning cycle – they are generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p><b>4–6 marks (Level 2):</b> Discussion somewhat effective and has some relevance. Some clear links made to the EYFS planning cycle. Brief understanding demonstrated of the need for formative assessment. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p><b>1–3 marks (Level 1):</b> Discussion is limited and demonstrates little relevance to the scenario. Vague links have been made to the EYFS planning cycle. The response shows superficial depth of understanding and omissions have been made.</p> <p><b>0 marks:</b> No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> <li>▶ The response is clearly expressed and well structured.</li> <li>▶ Wide range of technical vocabulary used appropriately to fit the response.</li> <li>▶ Rules of grammar are used effectively.</li> </ul>
---	--

**Accept other appropriate responses.**