

2026 Summer Independent Learning (SIL)

Year 12 – 13

T – Level in Education & Early Years

Subject/Group	T Level Education and Early Years
Topics	Structured Observation 3
Timescale	4 hours plus presentation in college
To be completed by	This work must be completed and submitted to your subject teacher on the first day of term. A link will be sent on Teams. <i>Warning – please do not use AI – this will be checked once your work is submitted.</i>

In order for you to progress into year 13....

You must create an activity around structured observation 3: Meeting the needs of children, please see below the requirements and criteria you need to cover.

To complete this task, you must:

- Complete an activity plan
- Complete a professional discussion plan
- Make a presentation supporting your idea
- Book an observation date for myself or Dom to come and witness
- Write a reflection on the process

Activity plan:

Your activity plan needs to be in as much detail as possible; this is a practice for your real-life moderation observation and we need to be able to visualise what you want, you have all summer to plan for your children and be as creative as possible. You need to make sure that you cover **each** criterion and, in your plan, highlight where you have met this such as writing **“I will meet S1.4 by....”**

You need to know that if your activity is not up to standard I will be sending it back to you and you will have to complete this again!

Professional discussion:

Same as the activity plan this needs to be in detail and linked back to your plan, you need to look at the marking criteria and see where it says professional discussion and explain how you are going to justify this in your discussion.

Presentation:

You are presenting to your peers your activity and what you have learned from this, just like your ESP you will show what you are doing, how you carried it out, what went well, what needed extra support. Your peers will complete a Microsoft form to say if they think you have covered all the criteria or now when we are back.

Book an observation:

Your activity plan needs to be in by **3.9.2026** as we will start our visits the following week, I will send you a booking link once your dates are confirmed.

Reflection:

Complete a reflection after the activity and then after the presentation, this is just a chance for you to express how you found the process and what you will be taking into your structured observations.

There is a file in teams called SIL – I have created each one of you your own file with the documentation you need to complete in there. You can upload photos or any resources you need as this is what you will be presenting in September.

Structured observation 3: meeting the individual needs of children

Activity description

This activity will assess your ability to meet the individual needs of children through contributing to their care and wellbeing.

The structured observation will consist of one of the following activities:

- Contributing to care routines, for example, snack or mealtimes, rest and sleep, personal care needs.
- Supporting children through planned transitions, for example, within settings (such as moving from one age group to another) or to / from settings.

The activity should allow you to cover all of the relevant criteria listed below.

Mapping to skills

S1.4 Apply strategies to develop and extend children's education and thinking.
S2.2 Promote secure attachments with children.
S2.3 Support children's group learning and socialisation.
S2.9 Model and promote positive behaviours expected of children.
S2.10 Support children to manage their own behaviour in relation to others.
S4.1 Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities.
S4.7 Carry out a range of care routines.
S4.8 Promote healthy lifestyles.
S4.10 Undertake tasks, ensuring the prevention and control of infection.
S5.4 Work collaboratively with other professionals to meet the needs of children and enable them to progress.

Structured observation 3: marking criteria

Specification reference	S1.4
Criteria	Apply strategies to develop and extend children's education and thinking.
Assessed skills	<p>The student demonstrates</p> <ul style="list-style-type: none"> • engagement in sustained shared thinking with children • scaffolding skills and knowledge • differentiation of support • using open-ended questioning • encouraging group discussion • creating opportunities for problem solving • facilitating opportunities for peer learning.
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria must be met through direct observation or professional discussion.</p> <p>Engage in effective strategies to develop and extend children's learning and thinking.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> • engagement in sustained shared thinking with children • scaffolding skills and knowledge • differentiation of support • using open-ended questioning • encouraging group discussion • creating opportunities for problem solving • facilitating opportunities for peer learning. 	

Specification reference	S2.2
Criteria	Promote secure attachments with children.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • providing consistent care • considering the attachment styles children display • being responsive and sensitive to the child's likes, dislikes, interests and needs • considering the age and stage of development related to attachment • meeting individual needs through care routines • sharing information appropriately with parents / carers.
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria can only be achieved through direct observation or professional discussion.</p> <p>Promote secure attachments with children.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> • providing consistent care • considering the attachment styles children display • being responsive and sensitive to the child's likes, dislikes, interests and needs • considering the age and stage of development related to attachment • meeting individual needs through care routines • sharing information appropriately with parents / carers. 	

Specification reference	S2.3
Criteria	Support children's group learning and socialisation.
Assessed skills	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • provision for play and learning opportunities that facilitates paired and group socialisation • modelling of and encouragement of positive social skills, for example, turn-taking • provision of support for children to interact with others at their level of development.
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria can only be achieved through direct observation or professional discussion.</p> <p>Support children's group learning and socialisation.</p> <p>Student demonstrates:</p> <ul style="list-style-type: none"> • provision for play and learning opportunities that facilitates paired and group socialisation • modelling of and encouragement of positive social skills, for example, turn-taking • provision of support for children to interact with others at their level of development. 	

Specification reference	S2.9
Criteria	Model and encourage positive behaviours expected of children.
Assessed skills	The student demonstrates: <ul style="list-style-type: none"> • role-modelling positive behaviour (respect and courtesy) • appropriate encouragement of expected behaviour through positive approaches.
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria must be achieved through direct observation or professional discussion.</p> <p>Model and encourage positive behaviours expected of children.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> • role-modelling positive behaviour (respect and courtesy) • appropriate encouragement of expected behaviour through positive approaches. 	

Specification reference	S2.10
Criteria	Support children to manage their own behaviour in relation to others.
Assessed skills	The student demonstrates: <ul style="list-style-type: none"> • active listening and asking questions to help the child verbalise feelings • helping children to find strategies to manage their emotions and behaviour • supporting children to deal with their own behaviour in relation to others.
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria can only be achieved through direct observation or professional discussion.</p> <p>Support children to manage their own behaviour in relation to others.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> • actively listening and asking questions to help the child verbalise feelings • helping children to find strategies to manage their emotions and behaviour • supporting children to deal with their own behaviour in relation to others. 	

Specification reference	S4.1
Criteria	Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • following the setting's policies and procedures: <ul style="list-style-type: none"> ○ child protection and safeguarding policy ○ health and safety policy ○ risk assessment policy ○ administering medicine policy ○ whistleblowing policy ○ UK General Data Protection Regulation (UK GDPR) policy ○ acceptable use policy • following accurate lines of reporting.
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria can only be achieved through direct observation or professional discussion.</p> <p>Identify and respond appropriately to health and safety, security, confidentiality, safeguarding and child welfare in line with own responsibilities.</p> <p>The student demonstrates following:</p> <ul style="list-style-type: none"> • the setting's policies and procedures <ul style="list-style-type: none"> ○ child protection and safeguarding policy ○ health and safety policy ○ risk assessment policy ○ administering medicine policy 	

- whistleblowing policy
- UK General Data Protection Regulation (UK GDPR) policy
- acceptable use policy
- accurate lines of reporting.

Specification reference	S4.7
Criteria	Carry out a range of care routines.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> ● maintaining children’s dignity and privacy (for example, during nappy changing, toileting) ● promoting development by talking through the care routine and reasons for doing it ● promoting choices for the child (for example, giving children a choice at mealtimes, snacks).
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria can only be achieved through direct observation or professional discussion.</p> <p>Plan and carry out care routines for children.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> ● maintaining children’s dignity and privacy (for example, during nappy changing, toileting) ● promoting development by talking through the care routine and reasons for doing it ● promoting choices for the child (for example, giving children a choice at mealtimes, snacks). 	

Specification reference	S4.8
Criteria	Promote healthy lifestyles.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • providing healthy snacks and drinks • role-modelling healthy behaviour • providing information and advice to parents • encouraging healthy lifestyle activities (for example, physical activities, cooking, growing food, role play) • using books to help educate children and parents / carers.
Professional discussion allowed?	Yes

Assessment justification

The criteria can be achieved through direct observation or professional discussion.

Plan and carry out care routines for children.

The student demonstrates:

- providing healthy snacks and drinks
- role-modelling healthy behaviour
- providing information and advice to parents
- encouraging healthy lifestyle activities (for example, physical activities, cooking, growing food, role play)
- using books to help educate children and parents / carers.

Specification reference	S4.10
Criteria	Undertake tasks, ensuring the prevention and control of infection.
Assessed skills	<p>The student demonstrates understanding of setting policies and procedures related to prevention and control of infection, which must include:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene • food hygiene • clearing up waste / spillages and disposing of them safely • use of correct equipment • isolation and exclusion • using correct personal protective equipment (PPE) • knowledge of common childhood illnesses and immunisation.
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria can only be achieved through direct observation or professional discussion.</p> <p>Undertake tasks, ensuring the prevention and control of infection.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene • food hygiene • clearing up waste / spillages and disposing of them safely • use of correct equipment 	

- isolation and exclusion
- using correct personal protective equipment (PPE)
- knowledge of common childhood illnesses and immunisation.

Specification reference	S5.4
Criteria	Work collaboratively with other professionals to meet the needs of the children and enable them to progress.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • maintaining effective and ongoing communication to discuss child's progress • sharing knowledge, expertise and experience • fulfilling own professional responsibilities • maintaining and updating any relevant records or documentation.
Professional discussion allowed?	Yes
Assessment justification	
<p>The criteria can only be met through direct observation or professional discussion.</p> <p>Work collaboratively with other professionals to meet the needs of the children and enable them to progress.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> • maintaining effective and ongoing communication to discuss child's progress • sharing knowledge, expertise and experience • fulfilling own professional responsibilities • maintaining and updating any relevant records or documentation. 	