

Revision Support Information for Parents/ Carers

Students have access to Teams which contains all content taught across all elements and should have a course text book to support classroom learning and revision practise.

Subject	T Level in Education and Early Years (EYE)								
Examination Board	NCFE Information pack - https://www.ncfe.org.uk/media/v3rj05ty/603-5829-4-hei-pack-version-11.pdf								
Course Content	<p>Taught Elements:</p> <p>Element 1: Wider context</p> <p>Element 2: Supporting education</p> <p>Element 3: Safeguarding, health and safety and wellbeing</p> <p>Element 4: Behaviour</p> <p>Element 5: Parents, families and carers</p> <p>Element 6: Working with others</p> <p>Element 7: Child development</p> <p>Element 8: Observation and assessment T Level Technical</p> <p>Element 9: Reflective practice</p> <p>Element 10: Equality and diversity</p> <p>Element 11: Special educational needs and disability</p> <p>Element 12: English as an additional language</p> <p>Core skills:</p> <table border="1"> <tr> <td>Core skill 1</td><td>Communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding</td></tr> <tr> <td>Core skill 2</td><td>Work with others to plan and provide activities to meet children and young people's needs</td></tr> <tr> <td>Core skill 3</td><td>Use formative and summative assessment to monitor children and students' progress to plan and shape educational opportunities</td></tr> <tr> <td>Core skill 4</td><td>How to assess and manage risks to your own and others' safety when planning activities</td></tr> </table>	Core skill 1	Communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding	Core skill 2	Work with others to plan and provide activities to meet children and young people's needs	Core skill 3	Use formative and summative assessment to monitor children and students' progress to plan and shape educational opportunities	Core skill 4	How to assess and manage risks to your own and others' safety when planning activities
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Examination Dates	<p>Employer Set Project (ESP) – Advanced Assessment Materials 22nd March 2024 Project 29th April – 20th May 2024 (12 hours of controlled assessment)</p> <p>Core A Paper – 7th June 2024 at 9.00am (2 hours)</p> <p>Core B Paper – 13th June 2024 at 9.00am (2 hours)</p> <p>Specimen Papers – https://www.ncfe.org.uk/qualification-search/qualification-detail/t-level-technical-qualification-in-education-and-childcare-level-3-delivered-by--377</p> <p>Core exam grading - https://www.ncfe.org.uk/media/rsdhxry0/notional-boundaries-t-levels-v10.pdf</p>								

Resources	<p>Course textbook - Tassoni, P., Burnham, L. & King, J. (2023) T level Education & Early Years Early Years Educator, London: Hodder Education</p> <p>Other useful books – Pendry, A. (2022) The little book of reflective practice. Routledge Tassoni, P. (2018) Understanding children’s behaviour. Bloomsbury Publishing Williams. L. (2016) Positive behaviour management in early years settings: An essential guide. Jessica Kingsley Publishers</p> <p>Useful documents EYFS - https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf</p> <p>Birth to Five Matters - https://birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</p> <p>National Curriculum - https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4</p> <p>Inclusive Practice – A unique child - https://www.earlyyearsrmatters.co.uk/wp-content/uploads/2011/03/eyfs_unique_child_incl_prac1.pdf</p>
Top strategies for final exam preparation (students should already have consolidated course notes and flash cards)	<p>Create end of element posters Brain dumps/ mind maps Completing theory sheets Writing exam answers under timed conditions Reading model answers Using past exam questions and planning answers Marking your own work to a mark scheme Studying mark schemes Working with other students in study groups Comparing model answers against your own work Creating your own exam questions Handing in additional work for marking One to one discussion with teachers Reviewing feedback/ tips from previous tests/ papers</p>