

Vocational Qualifications (QCF, NVQ, NQF)

Supporting Teaching and Learning in Schools

Supporting Teaching and Learning in Schools Level 2 Award - **04464**

Supporting Teaching and Learning in Schools Level 3 Award - **04467**

OCR Report to Centres September 2017

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

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Supporting Teaching and Learning in Schools – 04464 - 04467

1. Overview:

During the year 2016-2017 active centres submitted several batches of work each from learners, nearly all of whom completed the level 2. The overall number of centres delivering the qualification reduced; nevertheless those who did deliver it submitted work regularly and all their learners gained the award.

Assessor Practice

Across the board there was evidence of assessors having marked the majority of their learners' work and of them providing ongoing feedback to learners, resulting, where necessary, in further evidence being submitted. In some cases extra questions had been asked and the assessors had annotated the work at the relevant place. Assessors should be reminded to record both questions and answers clearly and, together with the learner, to initial and date annotations. Overall assessment practice was of a good standard.

Centres provided assignments and questions for learners to complete, and case studies and reflective statements were also provided by learners. This variety of evidence types provided a rounded picture of the knowledge and understanding acquired by learners. A very small number of assignment questions were not well focused on criteria and advice was given by the moderator. Overall centres managed a good variety of assessment methods well.

Learners in all centres continued to write about their own work experience in schools to demonstrate their understanding of how theories were applied in practice. This invariably lifted the work, adding real quality and credibility. The vast majority of learners had clearly underpinned their work with research from a variety of relevant sources. These findings indicated they had been supported well by tutors.

2. General Comments

Level 3 Award Supporting Teaching and Learning in Schools

The moderator feedback highlighted the demonstration of clear understanding of key concepts in all units, and the valuable use of actual procedures and examples from school. In addition, the ability, to research theorists and their contribution to the education system, was noted. The work submitted clearly met the level 3 standard in terms of content and clarity of explanation.

Level 2 Award Support Work in Schools

The moderator feedback often highlighted the good use made of actual examples from school which demonstrated thorough understanding of how theories worked in practice. A variety of relevant sources had often been used for research and the greater majority of work clearly met the level 2 standard in terms of content and clarity of explanation. Some work was equivalent to a level 3 standard. The moderator found some issues with evidence for specific criteria where it was hard to infer competence: these are detailed below for centres' information and guidance. Centres should also be reminded that where a criterion requires the learner to "identify" items of legislation, policies, etc., they must quote titles in full: centres must not pre provide a list of items for them to write about. Overall though, the work showed that learners had worked extremely hard and that teaching input had in the majority of cases been well focused and motivating.

3. Comments on Individual Units

Level 3 – No issues arose from moderation, and feedback was all positive.

Level 2

Unit 1 Child and Young Person Development

LO1

Nearly all learners provided detailed and accurate evidence covering stages of development for this outcome, and some presented their work in imaginative formats.

LO2/AC2.2

This criterion requires learners simply to explain **why** it is important to recognise and respond to concerns about development. A small number of learners instead described the procedure for reporting concerns and did not address the importance. It may help to emphasize that it's the "why", and **not** the "how", and ask them: "what would happen if concerns were not reported".

LO3

Again learners for the most part submitted detailed and thoughtful work about transitions using relevant examples.

Important point to note

It is fundamental that the meanings of terms: "development", "influences" and "transitions" are understood. In one or two cases evidence implied that this was not the case.

Summary

Overall, this unit was well evidenced and understood by learners.

Unit 2 Safeguarding the welfare of children and young people

LO1/AC 1.1

This criterion requires learners simply to record the titles, with dates where applicable, of the relevant current items of legislation, etc., that relate to safeguarding. This evidence may be included within a larger piece of holistic work, but the full titles and dates must be supplied by the learner. In one or two cases evidence described instead the sorts of topics that might be included in regulatory documents. OCR's booklet "Command Verbs" should help understanding of exactly what is meant by "identify".

LO3/AC 3.2

This criterion requires learners to describe **what** they know to be risks and possible consequences of the use of digital technologies by children and young people. In one or two cases evidence described instead the procedures that are in place (in learners' schools) to prevent potential risks and consequences. In doing this, the work in question did not actually say what the risks and consequences were. It may help to emphasize that it's the "what might happen" and **not** the "how to prevent it" that is required.

Summary

Overall, this unit was well evidenced and demonstrated a good level of understanding of safeguarding issues.

Unit 3 Communication and professional relationships with children, young people and adults

LO1/AC1.1

Occasionally evidence for this criterion was taken from explanations describing methods of communication that can be used in different circumstances. This is not an issue unless clear links to relationships are omitted and in these cases they were. The focus here is on relationships in the learning environment so evidence must explain how communications can be used to establish them. It may help to ask: "how will that type of communication affect the relationship", **not**: "how do you communicate with".

LO4/AC 4.2

This criterion requires learners to describe **why** it is important to reassure about confidentiality. In one or two cases evidence instead described procedures in (the learners') schools for maintaining confidentiality. It may help to emphasize the unit's focus on relationships here and ask: "what would happen to relationships if you didn't reassure about confidentiality".

Summary

Overall this unit was well evidenced and showed that considerable thought had been given to how communication should be varied to suit different audiences and situations in learning environments

Unit 4 Equality, diversity and inclusion in work with children and young people

LO2/AC 2.3

This criterion requires a personal assessment by learners of how their own attitudes, etc., could impact their work with children and young people. However, in a number of cases across centres evidence was not focused on this. Instead, general statements, for example about staff "promoting positivity" and putting their "likes, preferences and dislikes to one side" were included. Elsewhere the need to have a "positive impact" was stated with no explanation as to how this fitted in with the concept of equality in the everyday sense. Nevertheless, there were also a few good examples where learners had considered how their own values might affect children and young people if they had promoted those values inappropriately. It might help to ask learners to first identify examples of their own attitudes, values and behaviours, and then to assess how each one could affect their work with children and young people from diverse backgrounds. It is fine to use hypothetical examples if they do not work with children from diverse backgrounds.

Summary

Apart from the issue with AC 2.3 evidence for this unit was detailed and thoughtful across the board. Learners had demonstrated their understanding of the principles of equality well by relating topics directly to practice in their schools.

Unit 5 Schools as Organisations

LO3/AC 3.1 AC 3.2 AC 3.3

An understanding of the meaning of "aims" and "values", in the context of the learning environment, is essential here. In a number of cases across centres however, there appeared to be confusion. For example under "aims" – "a happy school where everyone is valued for who they are". In the context of the learning environment aims are generally related to achievements and are usually measurable. Values are related to moral codes and concern behaviours. For example a school **aim** might be to achieve a certain percentage pass rate in certain subjects. A school **value** might be mutual support, and a mentoring system among students established to contribute to it.

LO5/AC5.2

Centres are reminded that this criterion requires learners to identify policies and procedures themselves so they need to quote titles of documents that exist in their schools or other examples that they have researched.

Summary

Apart from the issue with LO3 evidence for this unit was detailed and well explained by learners.

4. Sector Update

There have been no changes to the standards in these qualifications and in July this year OCR announced a review date for them of 31/08/2018. Centres will therefore be able to register learners until 31/08/2018, and OCR will continue to certificate until 31/08/2020.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Skills and Employment

Telephone: 02476 851509

Fax: 02476 421944

Email: vocational.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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