Case Study Matrix

Highfield Level 3 Apprenticeship Assessment for ST0135 Early Years Educator

Apprentice details

Name	
Job title	
Employer	
Training Provider	

Case study based on child study

Please see the Assessment Specification for more information on the requirements for the case study based on child study.

You should complete the table below, to show how the case study maps to all of the knowledge and skills statements that are being assessed by this method. This should be submitted alongside your completed case study report.

Knowledge and skills statement	Page number(s)/section(s) of report
AO1: Safeguarding of children and colleagues	
K2: Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing. (RPA)	
K3: Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues. (RPA)	
K4*: The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding. (RPA)	
K5*: The principles of risk assessment and management, and how to balance risks and benefits of activities for children. (RPA)	
S1: Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure. (AS)	

S2*: Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies). (AS)	
S3*: Apply the principles of risk assessment and risk management within documentation and practice. (AS)	
AO2: Support for holistic child development	
K10: The role and responsibilities of the key person. (CC)	
K11: Theories and significance of attachment. (AK)	
K16*: How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors. (AK)	
K21: How children experience change, transition, and significant events. (AK)	
S8: Recognise and apply theories of attachment to develop effective relationships with children. (AS)	
S17: Apply strategies that support children's ability to manage change, transition, and significant events. (AS)	
AO3: Inclusive relationships and partnerships	
K8: The role of colleagues and multi-agency working to support the child. (CC)	
K9: The role and responsibilities of the early years educator, including providing supervision to staff. (CC)	
K12*: The importance of professional relationships and collaboration with parents, families, or carers. (CC)	
K13: The importance of professional relationships with colleagues, other organisations, and agencies. (CC)	
S6: Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child. (CC)	

AO4: Design and maintenance of enabling environments	
K18*: How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development. (AK)	
K19*: How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able). (AK)	
AO5: Observation, planning, and response in relation to learning	
K24: How, when, and why to conduct observation and assessment. (IUDM)	
K25: How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests. (IUDM)	
K26: How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy. (AK)	
AO6: Advocacy for equality, diversity, and inclusion	
K1: The importance of equality, diversity, and inclusion, and respecting children's social and cultural context. (RA)	
K6: The statutory and non-statutory frameworks and guidance for provision in early years including SEND. (RPA)	
K7: The legal rights of each individual child according to their current and future needs. (RPA)	
S10: Advocate for all children's needs, including children which require SEND or EAL support. (RPA)	
S12: Support children to develop a positive sense of their own identity and culture. (AS)	
AO7: Reflection and development of professional practice	
K27: Methods of reflective practice, including supervision, and opportunities for continuous professional development. (RA)	
S21*: Use reflection to develop themselves both professionally and personally. (RA)	

Apprentice Declaration

I confirm that the evidence contained within this case study report is all my own work and any assistance given and/or sources used have been acknowledged.

Apprentice signature:		**Date:**	

Please ensure that all submissions are saved in one of the following file formats:

.docx	*.xlsx*	*.pptx*
.pdf	*.jpg*	*.png*
.mp3	*.mp4*	*.m4a*