Highfield Level 3 Apprenticeship Assessment for ST0135 Early Years Educator

Assessment Specification



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Versions:

ST0135 / v2.0

EYE v1.0

How to use this Assessment Specification

Welcome to the Highfield Apprenticeship Assessment Specification for the Early Years Educator apprenticeship assessment.

Highfield is an independent awarding organisation that has been approved to assess and quality assure the Level 3 Early Years Educator apprenticeship assessment.

The assessment specification is designed to outline all you need to know about the assessments for this apprenticeship and will also provide an overview of the delivery requirements.

Introduction

Standard overview

This occupation is found in a range of maintained and private, voluntary, and independent settings such as full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home based provision, hospitals, social care settings, out of school environments, and local authority provision.

The broad purpose of the occupation is to provide high quality early education and care to children. Through an evidence based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND). Early years educators follow the Early Years Foundation Stage (EYFS) requirements set by government for the learning, development, and care of children from birth to 5 in both indoor and outdoor environments.

In their daily work, an employee in this occupation interacts with children, parents, carers, colleagues, and wider multi agency professionals such as health visitors, early help services, social workers, and speech and language therapists. This includes supporting children with SEND.

An employee in this occupation will be responsible for ensuring a safe and secure environment for children's learning. They ensure that the learning environment and provision is inclusive and supports all children, and demonstrate a clear understand of equality, diversity, and inclusion. Early years educator's teach and facilitate children's learning play. They apply the observation, assessment, and planning cycle to support progress and children's development. An early years educator will act as the key person for one or more children within their setting. They may play a leadership role within the setting or may act under the supervision of a manager.

Entry requirements

Apprentices must follow the entry requirements as set out in the UK Government Apprenticeship funding rules.

There are no additional entry requirements for this standard.

English and maths qualifications

Apprentices must follow the English and maths formal qualification requirements as set out in the UK Government Apprenticeship funding rules.

Mandatory qualification

The following qualification must be completed before the end of the apprenticeship:

- Level 3 Paediatric First Aid or Emergency Paediatric First Aid.

Apprentices must successfully complete a first aid qualification in line with the requirements of the EYFS Framework.

Assessment roadmap

There is no stipulated order of assessment methods. Apprentices may be assessed at any appropriate point during their apprenticeship.

To ensure safeguarding is maintained, assessment organisations must design apprenticeship assessments to include at least one assessed **observation** administered in person by the assessment organisation in the workplace.

Any additional assessment must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- **professional discussion**
- **oral question and answer**
- **case study based on child study**
- **additional observation(s)**

Highfield approach

The knowledge and skills statements form the assessment criteria and are mapped to the relevant pass or distinction performance descriptors within each performance category. These statements define the evidence apprentices must demonstrate to achieve the required standard, ensuring assessment decisions are based on clearly defined requirements and expected levels of performance.

This approach supports the validity, objectivity and consistency of assessment while reducing the risk of over-assessment or under-assessment. No separate assessment criteria are created, ensuring apprentices are assessed only against the knowledge and skills specified in the assessment plan, without introducing additional requirements or assessing areas beyond the intended scope.

Highfield's approach to assessing this standard is for apprentices, in agreement with the training provider and employer, to select one of the following models:

Model A

- Observation with question and answer (Q&A)
- Professional discussion

Highfield will assess the observation with question and answer (Q&A).

The professional discussion can either be assessed and administered by Highfield or the training provider.

Model B

- Observation with question and answer (Q&A)
- Case study based on child study

Highfield will assess the observation with question and answer (Q&A).

The case study based on child study can either be assessed and administered by Highfield or the training provider.

To take the assessments, the apprentice must be registered with Highfield.

If you have any questions regarding these assessment components, please contact the Highfield customer engagement team.

Assessor and internal quality assurance (IQA) guidance

Assessors

Assessors for this apprenticeship **must** meet the following:

- have knowledge of the subject. Examples to demonstrate subject knowledge include, but are not limited to:
    - a current CV detailing sector experience
    - an up-to-date record of continuous professional development relevant to the sector
    - holding a qualification at the same level or above as the apprenticeship being assessed
- possess or be working towards a recognised assessor qualification. Examples include, but are not limited to:
    - Level 3 Certificate in Assessing Vocational Achievement
    - A1 Assess Candidate Performance Using a Range of Methods and A2 Assessing Candidates' Performance through Observation
    - D32 Assess Learner Performance and D33 Assess Learner Using Different Sources of Evidence

IQA

Internal quality assurers for this apprenticeship **must** meet the following:

- have knowledge of the subject. Examples to demonstrate subject knowledge include, but are not limited to:
    - a current CV detailing sector experience
    - an up-to-date record of continuous professional development relevant to the sector
    - holding a qualification at the same level or above as the apprenticeship being assessed
- possess or be working towards a recognised internal quality assurance qualification. For example:
    - Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (RQF)
    - Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (RQF)
    - D34 or V1 Verifier Awards

It is **recommended** that IQAs hold an assessing qualification.

Continuing professional development (CPD)

It is recommended that staff assessing and quality assuring this apprenticeship are supported to maintain up-to-date sector knowledge, including best practices and relevant legislative changes. CPD records can provide clear evidence of this practice.

Countersigning

While it is a minimum requirement for centres to have the appropriately qualified workforce in place, it is understood that centres may have new staff who are working towards those requirements. During this period, centres are required to have a robust countersigning strategy in place that supports and validates unqualified assessment and quality assurance decisions until the point where they meet the requirements as detailed above.

Use of artificial intelligence (AI)

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio, provided that:

- The apprentice has materially authored, verified and taken responsibility for the content
- AI use is clearly declared and referenced within the work (including tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge and skills and in direct evidence gathered through observation, questioning and professional discussion. AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

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Gateway to completion

Gateway to completion requirements

After apprentices have undertaken their assessment, employers and providers will need to complete the gateway to completion confirming the following:

- minimum duration has been met in line with the assessment plan.
- verifying that each performance descriptor and assessment outcome has been suitably demonstrated by the apprentice over the course of the apprenticeship.
- completion of the Level 3 Paediatric First Aid or Emergency Paediatric First Aid qualification.

The **gateway to completion** must be completed through the Highfield Assessment Hub.

If you require any support completing this section, please contact the customer engagement team at Highfield Assessment.

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The Early Years Educator apprenticeship assessment

Below are the assessment outcomes from the assessment plan. Learning and assessment will be based upon the knowledge and skills statements and the associated assessment outcomes are used to assess and grade the apprentice within each assessment method.

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

Knowledge and skills references in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Knowledge and skills statements that offer opportunities to develop functional skills English and maths are identified with an asterisk **(*)**.

Knowledge and skills statements that are required to achieve a distinction are in *italics*.

Each knowledge and skills statement is mapped to a performance category. Each performance category has its own acronym:

- Applied Knowledge - (AK)
- Applied Skills - (AS)
- Regulatory and Procedural Awareness - (RPA)
- Communication and Collaboration - (CC)
- Information Use and Decision Making - (IUDM)
- Responsibility and Autonomy - (RA)

AO1: Safeguarding of children and colleagues **Implements safeguarding procedures and risk management practices to ensure the health, safety, and wellbeing of children and colleagues, in full compliance with legal and organisational standards.**	
Observation with question and answer (Q&A)	
Knowledge and skills statements	**Amplification**
S4: **Teach children to develop skills to manage risk and maintain their own and others safety**. (AS)	**Teach children to develop skills to manage risk and maintain their own and others safety** • Manage risk: ○ modelling safe behaviours during indoor and outdoor play ○ explaining simple safety rules in age-appropriate language ○ encouraging children to assess whether equipment is stable before climbing ○ supporting children to bridge and balance with equipment when using loose parts ○ supporting children to recognise safe use of tools, such as scissors or gardening equipment ○ guiding children to consider space and movement during physical activities ○ encouraging children to tidy resources to prevent trips and falls ○ supporting children to understand road safety during outings ○ helping children identify when surfaces may be slippery or uneven ○ encouraging children to think about safe carrying and lifting of resources ○ teaching children to wash hands at appropriate times to reduce infection ○ supporting children to understand allergy awareness in simple terms

	○ reinforcing safe behaviour during meal and snack times ○ encouraging children to verbalise when they feel unsure or unsafe ○ promoting turn-taking to reduce risk of accidental injury ○ supporting children to recognise boundaries during active play • Maintain their own and others' safety: ○ encouraging awareness of how actions affect peers ○ promoting empathy and consideration during group play ○ reinforcing rules about safe physical contact ○ supporting children to resolve conflicts calmly ○ teaching children how to seek adult support when needed ○ encouraging responsibility for shared spaces and equipment ○ modelling sharing and turn-taking skills
Professional discussion or Case study based on child study	
Knowledge and skills statements	**Amplification**
K2: **Safeguarding policies and procedures** for children and colleagues, including child protection and wellbeing. (RPA)	**Safeguarding policies and procedures**: • safeguarding and child protection policy, including clear definitions of abuse and neglect • responding to concerns about a child's safety or welfare • recording and reporting safeguarding concerns accurately and promptly • the role and responsibilities of the designated safeguarding lead (DSL) • whistleblowing procedures for reporting concerns about colleagues' conduct • safer recruitment procedures to help ensure suitability of staff and volunteers • managing allegations against adults working in the setting

	• online safety and acceptable use policies for digital devices and social media • supervising visitors to maintain a secure environment • the use of mobile phones and cameras • information sharing procedures in line with data protection requirements • confidentiality procedures relating to safeguarding information • procedures for responding to disclosures from children • escalation procedures if concerns are not appropriately addressed • prevent duty procedures where relevant • health and safety procedures that support safeguarding, such as risk assessment processes • managing intimate care • physical intervention and positive handling policies, where applicable • procedures for working with external agencies to safeguard children • safer sleep policies • safer eating policies • policies for managing prolonged child absence • first-aid policy and procedures

K3: **Types of abuse** including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues. (RPA)	**Types of abuse** could include: • physical abuse - deliberately causing physical harm, such as hitting, shaking, burning, poisoning or inappropriate restraint • emotional abuse - persistent emotional maltreatment that affects a child's emotional development, including humiliation, intimidation, rejection or exposure to domestic conflict • sexual abuse - forcing or encouraging a child to take part in sexual activities, including non-contact activities, such as exposure to inappropriate images • neglect - ongoing failure to meet a child's basic physical and psychological needs, including inadequate supervision, lack of medical care, poor hygiene or insufficient nutrition • domestic abuse - exposure to controlling, coercive, threatening or violent behaviour between those who are aged 16 and above in the household • child sexual exploitation (CSE) - situations where a child is manipulated or coerced into sexual activity in exchange for something, such as gifts, money or status • radicalisation and extremism – exposure to extremist ideologies that may place a child at risk of harm • peer-on-peer abuse - harmful behaviour between children, including bullying, sexualised behaviour or physical harm • online abuse - exploitation or grooming through digital platforms • fabricated or induced illness (FII) - where a caregiver deliberately exaggerates or causes symptoms of illness in a child • honour and faith-based abuse, such as female genital mutilation (FGM) and forced marriage

K4*: The **legal requirements and guidance** on health and safety, security, confidentiality of information, and safeguarding. (RPA)	**Legal requirements and guidance** • Health and Safety at Work etc. Act • Management of Health and Safety at Work Regulations • Early Years Foundation Stage (EYFS) statutory framework • Children Act • Working Together to Safeguard Children (statutory guidance) • Safeguarding Vulnerable Groups Act • Childcare Act • Data Protection Act and UK General Data Protection Regulations (GDPR) • Information Sharing Duty • Human Rights Act • Equality legislation • Food Safety Act (where applicable to food preparation) • Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) • Control of Substances Hazardous to Health (COSHH) Regulations • Prevent duty guidance • Counter-Terrorism and Security Act • Regulatory Reform (Fire Safety) Order • Public Health guidance relating to infection prevention and control • Ofsted registration requirements and inspection guidance • Local Safeguarding Partnership procedures • Confidentiality and information sharing guidance, including the Information Sharing Advice for Practitioners

K5*: The **principles of risk assessment and management**, and how to balance risks and benefits of activities for children. (RPA)	**Principles of risk assessment and management** could include: • identifying potential hazards within the indoor and outdoor environment • considering who may be at risk, including individual children with specific needs • evaluating the likelihood of harm occurring • assessing the potential severity of harm • implementing proportionate control measures to reduce risk • recording significant findings in line with setting procedures • reporting identified risks to the appropriate individuals in line with the setting's procedures • reviewing and updating assessments when circumstances change • ensuring equipment is age-appropriate, safe and well-maintained • maintaining appropriate supervision levels based on age and activity • risk assessments for individual children based upon their needs, such as if they require specialist care or equipment • adapting environments to support inclusion and accessibility • following safe storage procedures for hazardous substances • applying infection prevention and control measures • planning for emergencies, including evacuation procedures • considering environmental factors, such as weather conditions for outdoor play • monitoring ongoing activities and responding dynamically to emerging risks • ensuring staff understand their responsibilities in maintaining safe practice • supporting children to understand and manage appropriate levels of risk

	• identifying whether an activity is suitable to use by weighing the risk the activity poses with the benefits children will gain from taking part
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)	**Recognise when a child or a colleague is in danger or at risk of abuse** • Child: ○ noticing unexplained injuries, frequent bruising or injuries inconsistent with developmental stage ○ observing sudden changes in behaviour, mood or confidence ○ identifying withdrawn, anxious or unusually fearful behaviour ○ recognising age-inappropriate sexualised behaviour or language ○ observing persistent poor hygiene, inappropriate clothing for weather conditions or signs of unmet basic needs ○ noticing frequent absence or irregular attendance patterns ○ identifying signs of emotional distress following discussions about home life ○ observing extreme behaviour, such as aggression or excessive compliance ○ recognising indicators of neglect, such as constant hunger or tiredness ○ noticing concerning online interactions or references to inappropriate digital contact ○ identifying patterns of concerning marks or repeated minor injuries ○ recognising disclosures, either direct or indirect, made by a child ○ recognising where a child is reluctant or not allowed to speak freely to practitioners and professionals • Colleague:

	○ observing signs of coercive or controlling behaviour from a partner ○ noticing visible injuries accompanied by inconsistent explanations ○ identifying marked changes in behaviour, attendance or emotional well-being ○ recognising signs of distress linked to personal safety ○ observing concerning interactions between colleagues and children ○ identifying breaches of professional boundaries that could place others at risk
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)	**Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting** • Following the setting's safeguarding procedures when concerns arise • Implementing health and safety policies during daily routines and planned activities • Adhering to food hygiene requirements when preparing, handling or serving food • Checking and following individual dietary requirements, including allergies and intolerances • Applying safe weaning guidance when supporting babies starting solid foods • Applying safe eating procedures when supervising mealtimes and when preparing foods • Following infection prevention and control procedures, including handwashing and cleaning routines • Storing cleaning products and hazardous substances in line with COSHH requirements

	• Completing and reviewing risk assessments before activities or outings • Maintaining required staff-to-child ratios in line with statutory guidance • Supervising children appropriately during indoor and outdoor play • Implementing accident and incident reporting procedures accurately • Following procedures for the administration of medication • Following procedures for administering first aid (Paediatric First Aid) • Applying emergency procedures, including fire evacuation drills • Ensuring equipment is checked and maintained in line with safety guidance • Managing entry and exit procedures to maintain site security • Handling personal information in accordance with confidentiality requirements • Promoting inclusive practice in line with equality legislation

S3*: **Apply the principles of risk assessment and risk management within documentation and practice**. (AS)	**Apply the principles of risk assessment and risk management within documentation and practice**
	• Documentation:
	  ○ completing written risk assessments for indoor and outdoor environments
	  ○ recording hazards identified during routine environment checks (opening and closing checks)
	  ○ documenting control measures implemented to reduce identified risks
	  ○ reviewing and updating risk assessments when activities, equipment or environments change
	  ○ recording accident and incident reports accurately and factually

	○ contributing to dynamic risk assessment records where required ○ documenting individual risk considerations for children with specific medical or developmental needs ○ recording emergency evacuation procedures and participation in drills ○ logging checks of equipment, resources and learning spaces ○ documenting safe storage procedures for hazardous substances • Practice: ○ conducting visual safety checks before children access learning areas ○ adapting activities in response to weather conditions or environmental changes ○ adjusting supervision levels according to age, stage of development and activity type ○ removing or addressing hazards promptly when identified ○ supporting children to understand safe boundaries during play ○ implementing agreed control measures consistently ○ responding proportionately to emerging risks during activities ○ modelling safe behaviours to children ○ communicating identified risks to colleagues ○ balancing opportunities for challenge with appropriate safety measures

AO2: Support for holistic child development **Promotes holistic development in children from birth to age 7 by recognising and responding to individual needs across physical, neurological, emotional, cognitive, and social domains, and by applying the principles of child development and knowledge of the factors that influence each child's growth.**	
Observation with question and answer (Q&A)	
Knowledge and skills statements	**Amplification**

K15: The **development of social skills and maintaining relationships**. (AK)	**Development of social skills and maintaining relationships**
	• Social skills and maintaining relationships:
	  ○ birth to three:
	  ▪ engaging with others through gestures, gaze and talk
	  ▪ playing with increasing confidence on their own and with other children, because they know their key person is nearby
	  ▪ developing friendships with other children
	  ▪ noticing and asking questions about differences
	  ▪ enjoying exploring new places with their key person
	  ○ three to four years:
	  ▪ play with one or more other children, extending and elaborating play ideas
	  ▪ begin to find solutions to conflicts
	  ▪ talk with others to solve conflicts
	  ▪ show more confidence in new social situations
	  ▪ understand gradually how others might be feeling
	  ▪ begin to learn to share resources and take turns with adult support
	  ▪ follow rules, understanding why they are important

	▪ talk about their feelings in simplistic language ▪ become more outgoing with unfamiliar people in the safe context of their setting ▪ develop appropriate ways of being assertive ○ four to five years: ▪ build constructive and respectful relationships ▪ express their feelings and consider the feelings of others ▪ identify and moderate their own feelings ▪ work and play co-operatively, taking turns with others
K22*: The **theories of play** and its fundamental role in learning and development. (AK)	**Theories of play** • Friedrich Froebel's theory of play - play as the highest form of learning in early childhood, with structured materials ('gifts') to support development • Maria Montessori's approach to play - self-directed activity using carefully prepared environments and purposeful resources • Jean Piaget's theory of cognitive development and play - stages of play linked to cognitive development, including practice play, symbolic play and games with rules • Lev Vygotsky's social development theory - the role of social interaction, imaginative play and the zone of proximal development in extending learning • Mildred Parten's stages of play - unoccupied, solitary, onlooker, parallel, associative and co-operative play • Jerome Bruner's theory of discovery learning - play as a means of active exploration and problem-solving • Sara Smilansky's categories of play - functional play, constructive play, dramatic play and games with rules

	• Tina Bruce's theory of free-flow play - play as an integrated process supporting holistic development • Reggio Emilia approach - play as a form of expression and communication, supported through rich environments • Erik Erikson's psychosocial theory in relation to play - play as a vehicle for resolving developmental conflicts and building identity

K23: How children **develop characteristics for effective learning**. (AK)	**Develop characteristics for effective learning**
	• Playing and exploring (engagement):
	  ○ showing curiosity about people, objects and events
	  ○ using senses to investigate materials and explore the world around them
	  ○ engaging in open-ended activity
	  ○ initiating activities independently
	  ○ engaging in new experiences with interest
	  ○ demonstrating willingness to try unfamiliar tasks
	  ○ representing their experiences in play
	  ○ seeking challenge and showing a can-do attitude
	• Active learning (motivation):
	  ○ maintaining focus during chosen activities
	  ○ demonstrating persistence when tasks become challenging
	  ○ experiencing satisfaction from achieving a goal
	  ○ returning to previously enjoyed activities to deepen learning
	  ○ showing pride in accomplishments
	  ○ paying attention to details
	  ○ showing intrinsic motivation to meet challenges rather than for external reward
	• Creating and thinking critically:
	  ○ generating ideas during play
	  ○ making links between experiences
	  ○ planning and making decisions about how to approach a task

	○ developing strategies to solve problems ○ testing ideas and adapting approaches ○ reflecting on what has happened and suggesting alternatives • Developing independence and self-regulation: ○ managing emotions during challenge ○ making choices about resources and activities ○ demonstrating growing confidence in decision-making ○ beginning to plan and review actions ○ taking responsibility for completing tasks • Developing resilience: ○ coping with setbacks ○ seeking support appropriately ○ demonstrating determination ○ showing flexibility when plans change
S7: Undertake the **role and responsibilities of key person**. (AS)	**Role and responsibilities of the key person** could include: • building secure, trusting relationships with allocated children • supporting children's emotional security during transitions, including settling in and moving rooms • acting as a consistent point of contact for parents and carers • gathering information about children's individual needs, routines and interests • monitoring children's progress in line with the EYFS • contributing to the observation, assessment and planning cycle • identifying when additional support may be required • liaising with the special educational needs co-ordinator where appropriate • sharing information with parents about children's development and well-being • maintaining accurate and confidential records • supporting children's personal, social and emotional development

	• promoting inclusive practice tailored to individual children • working in partnership with families to support continuity of care • contributing to transition information when children move to another setting or school • ensuring safeguarding concerns relating to key children are reported in line with procedure • supporting children to develop independence appropriate to their age and stage • advocating for the needs and interests of allocated children within the team
S9: Provide **sensitive and respectful personal care** for children from birth to 5 years. (AS)	**Sensitive and respectful personal care** could include: • maintaining children's dignity during nappy changing and toileting • explaining each step of care routines in age-appropriate language • seeking co-operation and promoting choice where developmentally appropriate • supporting children's sleep and rest routines • providing comfort, emotional security and meeting parent, carer or child preferences • using positive, reassuring communication throughout care routines • adapting routines to meet children's individual needs, such as using objects of reference or visual cues • asking children's permission and consent to engage in personal care routine, respecting their views, wishes and feelings • respecting cultural, religious and family preferences • ensuring privacy during intimate care • following agreed intimate care plans • adhering to hygiene and infection prevention procedures • responding promptly to children's physical care needs • supporting toilet training in partnership with parents and carers

	• observing and responding sensitively to signs of discomfort or distress • encouraging independence in handwashing, dressing and feeding • supporting children with additional needs during personal care routines • recording care routines in line with setting procedures • demonstrating professional boundaries during intimate care • using appropriate personal protective equipment (PPE) where required
S11: **Promote and facilitate children's interpersonal communication** to develop their social interactions and relationships. (AS)*	**Promote and facilitate children's interpersonal communication** • Modelling clear, age-appropriate language during interactions • Using open-ended questions to extend conversations • Encouraging children to listen and respond to peers • Supporting turn-taking within discussions and play • Facilitating small group activities that encourage dialogue • Supporting children to express thoughts, ideas and feelings verbally • Using visual prompts, gestures or signs to support understanding • Adapting communication approaches to meet individual needs • Supporting children who use English as an additional language • Encouraging co-operative play that requires negotiation • Teaching children language for resolving conflict • Reinforcing respectful communication between peers • Extending vocabulary through sustained shared thinking • Supporting quieter children to contribute within group situations • Modelling positive non-verbal communication, such as eye contact and facial expression • Encouraging children to ask questions and seek clarification • Providing opportunities for role play that promotes social dialogue

	• Engaging in sustained shared thinking strategies that support children to work co-operatively to resolve their problems, such as practitioners providing suggestions and ideas as opposed to giving children solutions
*S13: Support children to **understand and respond to their emotions** and **make considered choices about their behaviours**. (AS)*	**Understand and respond to their emotions** • Understand: ○ naming and labelling emotions during everyday interactions ○ using stories to explore feelings and emotional responses ○ discussing characters' emotions in books and role play ○ modelling appropriate emotional expression ○ encouraging children to describe how they feel ○ using visual aids, such as emotion cards or mirrors ○ supporting children to recognise physical signs of feelings ○ exploring the link between events and emotional responses ○ reinforcing that all emotions are valid ○ helping children differentiate between feelings and actions ○ validating children's emotions while setting appropriate boundaries • Respond: ○ teaching simple strategies for calming, such as breathing techniques ○ providing a quiet or reflective space when children feel overwhelmed ○ encouraging problem-solving when conflicts arise ○ supporting children to express themselves in an appropriate way to prevent escalation of behaviour ○ guiding children to consider the impact of their behaviour on others ○ reinforcing positive coping strategies ○ supporting children through co-regulation strategies

	○ modelling self-regulation in challenging situations ○ supporting children to seek help appropriately ○ encouraging children to make choices about how to resolve disagreements ○ reflecting with children after incidents to support learning **Make considered choices about their behaviours** could include: • explaining clear and consistent boundaries in age-appropriate language • discussing expectations and agreed rules within the setting • supporting children to reflect on the consequences of actions • encouraging children to think about how their behaviour affects others • offering structured choices to promote decision-making • guiding children to suggest alternative responses during conflict • using restorative conversations following incidents • using relational approaches to support the children to develop self-regulation through shared connection, mutual respect and understanding • reinforcing positive behaviour through specific praise • modelling respectful and calm responses during challenging situations • supporting children to pause and think before reacting • teaching problem-solving steps to manage disagreements • encouraging negotiation and compromise during play • helping children to repair relationships after conflict • promoting responsibility for tidying and caring for resources • encouraging children to seek adult support when needed
Professional discussion or Case study based on child study	

Knowledge and skills statements	Amplification
K10: The **role and responsibilities of the key person**. (CC)	**Role and responsibilities of the key person** could include: • building secure, trusting relationships with allocated children • supporting children's emotional security during transitions, including settling in and moving rooms • acting as a consistent point of contact for parents and carers • gathering information about children's individual needs, routines and interests • monitoring children's progress in line with the EYFS • contributing to the observation, assessment and planning cycle • identifying when additional support may be required • liaising with the special educational needs co-ordinator where appropriate • sharing information with parents about children's development and well-being • maintaining accurate and confidential records • supporting children's personal, social and emotional development • promoting inclusive practice tailored to individual children • working in partnership with families to support continuity of care • contributing to transition information when children move to another setting or school • ensuring safeguarding concerns relating to key children are reported in line with procedures • supporting children to develop independence appropriate to their age and stage • advocating for the needs and interests of allocated children within the team
K16*: **How children learn and develop from conception to age 7**; physiologically, neurologically, biologically, psychologically, cognitively,	**How children learn and develop from conception to age 7**

emotionally, and socially. Including the interaction and impact of biological and environmental factors. (AK)	• Stages of development progress as children grow and develop, for example:
	  ○ prenatal development stages, including genetic inheritance, foetal growth and the impact of maternal health, nutrition, stress and substance exposure
	  ○ brain development stages, including rapid neural growth in early years, synaptic connections and the importance of early experiences
	  ○ reflexes and early sensory development stages , such as rooting, grasping and startle reflexes
	  ○ physical development stages, including gross motor skills, such as sitting, crawling and jumping, and fine motor skills, such as grasping, drawing and writing
	  ○ cognitive development stages, including memory, problem solving, object permanence and symbolic thinking
	  ○ language and communication development stages, including babbling, first words, vocabulary growth and conversational skills
	  ○ emotional development stages, including attachment formation, self-regulation and understanding feelings
	  ○ social development stages, including cooperative play, friendships and awareness of social rules
	  ○ psychological development stages, including self-concept, confidence and resilience
	  ○ biological maturation, including growth patterns, sensory integration and sleep cycles
	• Understanding of biological factors that can impact development, such as:
	  ○ genetic factors
	  ○ physical health factors

	○ nutrition ○ pre-natal factors • Understanding of environmental factors that can impact development, such as: ○ physical environment ○ relationships ○ socioeconomic factors ○ cultural factors • The role of play in supporting learning across all development areas • The development of executive function, including attention control, working memory and impulse regulation • The interaction between nature and nurture, including how genetic predispositions interact with environmental influences • The impact of secure attachment on learning and development • The influence of trauma or adverse childhood experiences on development • The importance of stimulation, responsive interaction and language-rich environments • The role of nutrition and health in supporting growth and cognitive functioning • Individual differences in developmental pace and pattern • The impact of socio-economic factors on opportunities and outcomes • The importance of early intervention where delays or additional needs are identified

K21: How children experience **change**, **transition**, and **significant events**. (AK)	**Change** could include: • daily routines within the setting • key person or staffing arrangements • moving rooms within the setting • alterations to the physical environment • family circumstances, such as a new sibling • parental employment affecting attendance patterns • living arrangements • health or medical needs • friendship groups • developmental stages **Transition** could include: • settling into an early years setting for the first time • moving from home to nursery provision • transitioning between age groups or rooms • transitioning from early years provision to school • starting or leaving wraparound care • returning after a period of absence • transitioning following extended illness • moving country and the associated cultural or language transitions **Significant events** could include: • bereavement of a family member or pet • parental separation or divorce • serious illness within the family • trauma or adverse childhood experiences • relocation to a new home or area • involvement of external agencies

	• exposure to domestic conflict • community events that impact children, such as local incidents • national or global events that may affect children's sense of security
S8: Recognise and apply **theories of attachment** to **develop effective relationships with children**. (AS)	**Theories of attachment** • John Bowlby's Attachment Theory - the evolutionary basis of attachment, monotropy, critical period and internal working model • Mary Ainsworth's Attachment Theory - the Strange Situation classification: secure, insecure-avoidant, insecure-resistant and later addition of disorganised attachment • Mary Main and Judith Solomon's Disorganised Attachment Theory - expansion of attachment classifications to include disorganised patterns • Schaffer and Emerson's Stages of Attachment - asocial stage, indiscriminate attachments, specific attachments and multiple attachments • Rudolf Schaffer's Multiple Attachments Theory - recognition that children form several attachments rather than one exclusive bond • Lev Vygotsky's Social Development Theory - the importance of social relationships in cognitive development • Erik Erikson's Psychosocial Theory (trust versus mistrust stage) - the impact of early caregiving on developing trust • Donald Winnicott's Theory of the 'Good Enough' Parent - consistent and responsive caregiving supporting secure emotional development **Develop effective relationships with children** • Build a bond with a child, getting to know their likes, dislikes, interests and motivations

	• Build a rapport with the children's parents/carers to gain a deeper understanding of the child • Spend time engaging in play and interaction with the child • Support the child through challenges, such as transitions or change • Listen to the child's views, wishes and feelings
K11: ***Theories and significance of attachment****. (AK)*	**Theories and significance of attachment** • John Bowlby's Attachment Theory - the evolutionary basis of attachment, monotropy, critical period and internal working model • Mary Ainsworth's Attachment Theory - the Strange Situation classification: secure, insecure-avoidant, insecure-resistant and later addition of disorganised attachment • Mary Main and Judith Solomon's Disorganised Attachment Theory - expansion of attachment classifications to include disorganised patterns • Schaffer and Emerson's Stages of Attachment - asocial stage, indiscriminate attachments, specific attachments and multiple attachments • Rudolf Schaffer's Multiple Attachments Theory - recognition that children form several attachments rather than one exclusive bond • Lev Vygotsky's Social Development Theory - the importance of social relationships in cognitive development • Erik Erikson's Psychosocial Theory (trust versus mistrust stage) - the impact of early caregiving on developing trust • Donald Winnicott's Theory of the 'Good Enough' Parent - consistent and responsive caregiving supporting secure emotional development • Elinor Goldschmied's Key Person Approach - understanding that every child should be assigned a practitioner who they can relate to in a special and unique way • Significance of attachment:

	○ supporting children's emotional security and resilience ○ influencing children's ability to regulate emotions ○ affecting social competence and peer relationships ○ contributing to self-esteem and confidence ○ impacting readiness for learning ○ supporting positive behaviour and self-regulation ○ influencing communication and language development ○ affecting long-term mental health and well-being ○ shaping expectations of future relationships ○ supporting smoother transitions within and beyond the setting
*S17: Apply strategies that support children's ability to manage **change**, **transition**, and **significant events**. (AS)*	**Change** could include: • use of a visual timetable to support children to transition to different activities throughout the day • verbal reminders of changes happening throughout the day • discussion about day-to-day or environmental changes • conversations with parents and carers about any upcoming changes within the setting • conversations with parents about children's health or development needs **Transition** could include: • completing all about me forms to gain information about the child that will support the transition • settle sessions to support the child to get used to the setting or room • gradually increasing the time a child spends in a new environment • a familiar adult or key person supporting the child to settle in to the new environment • liaising with parents and carers regarding the transition

	• becoming familiar with the child's culture to support their integration into the setting, such as learning about their home language **Significant events** could include: • discussions about children's emotions and feelings • providing comfort and reassurance • circle time discussions • reading books about significant events • encouraging peer discussions where other children have already experienced a significant event • making memory boxes to remember a loved one • engaging in role play to help children understand how to care for a new sibling • liaising with both parents where there has been a separation • family circumstances, such as a new sibling

AO3: Inclusive relationships and partnerships **Establishes and maintains professional and supportive relationships with children, their families, and other professionals to improve children's care, learning, and development through clear and consistent collaboration and communication.**	
Observation with question and answer (Q&A)	
Knowledge and skills statements	**Amplification**

K14: The **influence of all key individuals** in children's lives on children's learning and development. (AK)	**Influence of all key individuals**
	• Key individuals:
	  ○ parents
	  ○ carers and foster carers
	  ○ extended family members, such as grandparents or siblings
	  ○ key person within the setting
	  ○ other early years practitioners
	  ○ childminders
	  ○ teachers
	  ○ special educational needs co-ordinators
	  ○ health visitors
	  ○ social workers
	  ○ speech and language therapists
	  ○ community members
	  ○ cultural or faith leaders
	  ○ peers and close friends
	• Influence of key individuals:
	  ○ shaping attachment patterns and emotional security
	  ○ influencing behaviour through modelling and expectations
	  ○ supporting language acquisition through interaction
	  ○ affecting self-esteem and confidence
	  ○ establishing attitudes towards learning
	  ○ promoting cultural identity and values

	○ influencing social skills and relationship building ○ supporting resilience during challenge or change ○ impacting cognitive stimulation through shared experiences ○ affecting wellbeing through consistency and care influencing aspirations and motivation ○ supporting or hindering development through home learning environments ○ contributing to early identification of additional needs ○ reinforcing routines, boundaries and expectations ○ providing opportunities for enrichment and exploration
S5*: Use a range of **communication methods**, including technology, with other professionals to meet the individual needs of the child. (CC)	**Communication methods** • Verbal: ○ face-to-face professional discussions ○ structured multi-agency meetings ○ case conferences ○ supervision meetings ○ professional briefings within the setting ○ telephone conversations with external professionals ○ transition meetings with receiving schools • Written: ○ Written reports and referral forms ○ Paper-based learning journals ○ Sharing children's work samples ○ Observation summaries shared with professionals ○ Education, Health and Care (EHC) documentation ○ Safeguarding records shared in line with procedures ○ Communication books used for information exchange ○ Meeting minutes and action plans ○ Professional notetaking in accordance with data protection requirements

	• Digital and technology based:
	  ○ secure email communication
	  ○ online learning journal platforms
	  ○ video conferencing for multi-agency meetings
	  ○ secure messaging systems
	  ○ digital assessment and tracking systems
	  ○ shared electronic records
	  ○ use of translated digital resources where required

Professional discussion or Case study based on child study	

K8: The **role of colleagues and multi-agency working** to support the child. (CC)	**Role of colleagues and multi-agency working**
	• Colleagues:
	  ○ working collaboratively within the room team to meet individual children's needs
	  ○ sharing relevant information appropriately to ensure continuity of care
	  ○ contributing to planning, observation and assessment processes
	  ○ raising concerns about development or well-being with senior staff
	  ○ supporting consistent behaviour management approaches
	  ○ following safeguarding procedures and reporting concerns
	  ○ working alongside the special educational needs co-ordinator
	  ○ supporting transitions within the setting
	  ○ participating in professional discussions about children's progress
	  ○ maintaining professional boundaries and confidentiality
	• Multi-agency working:
	  ○ understanding the needs of the child
	  ○ observing the child in or out of the setting

	○ assessing the child's needs ○ identifying appropriate support strategies ○ liaising with staff at the setting to support planning of individual education plans (IEPs) or education, health and care (EHC) plans ○ liaising with parents and carers ○ providing continuing professional development (CPD) support to staff in areas which may be unfamiliar
K12*: The importance of **professional relationships and collaboration with parents, families, or carers**. (CC)	**Professional relationships and collaboration with parents, families, or carers** • Professional relationships: ○ building trusting, respectful and open communication ○ maintaining clear professional boundaries ○ communicating in a non-judgemental and inclusive manner ○ sharing information in line with confidentiality requirements ○ providing regular feedback about children's development and well-being ○ listening actively to parental views and concerns ○ respecting cultural, linguistic and religious backgrounds ○ using appropriate communication methods to meet individual needs ○ responding professionally to complaints or concerns ○ maintaining accurate and transparent record keeping • Collaboration: ○ sharing observations and next steps in learning ○ involving families in planning for children's development ○ supporting continuity between home and the setting ○ agreeing consistent approaches to behaviour and routines ○ working in partnership to support additional needs ○ contributing to transition processes, including starting school

	○ sharing information about significant events affecting the child ○ encouraging parental involvement in setting activities ○ signposting families to additional support services where appropriate ○ participating in review meetings with parental consent ○ engaging in parents' evenings to share children's developmental progress
S6: Develop and maintain **effective professional, collaborative relationships with others** involved in the education and care of the child. (CC)	**Effective professional, collaborative relationships with others** • Professional relationships: ○ communicating respectfully and consistently within the team ○ sharing relevant information to ensure continuity of care ○ contributing to joint planning and reflective discussions ○ implementing agreed strategies consistently ○ offering and receiving constructive feedback ○ supporting less experienced colleagues appropriately ○ maintaining confidentiality when discussing children or families ○ demonstrating reliability and accountability in shared responsibilities ○ resolving differences of opinion professionally ○ participating actively in team meetings and supervision • Collaborative relationships: ○ liaising with health visitors regarding developmental progress ○ working alongside speech and language therapists to implement strategies ○ contributing to Education, Health and Care (EHC) plan reviews ○ communicating effectively with social workers where required ○ engaging with educational psychologists regarding learning support ○ engaging with social workers where there are emerging safeguarding concerns

	○ attending multi-agency meetings and contributing relevant information ○ implementing recommendations from external professionals ○ sharing information in line with data protection requirements ○ supporting co-ordinated transition arrangements ○ engaging with local authority guidance and procedures
*K9: The **role and responsibilities of the early years educator**, including providing supervision to staff.* (CC)	**Role and responsibilities of the early years educator** could include: • safeguarding and promoting the welfare of children • planning, delivering and evaluating learning experiences in line with the EYFS • observing, assessing and recording children's progress • supporting children's holistic development across all areas • acting as a key person where appropriate • building effective partnerships with parents and carers • implementing inclusive practice to meet individual needs • following health and safety policies and procedures • promoting positive behaviour and emotional well-being • supporting transitions within and beyond the setting • maintaining accurate and confidential records • engaging in reflective practice to improve provision • contributing to curriculum planning and continuous improvement • modelling professional conduct and ethical practice • supporting children with additional needs in partnership with other professionals • promoting equality, diversity and inclusion • maintaining up-to-date professional knowledge and skills

*K13: The importance of **professional relationships with colleagues, other organisations, and agencies**. (CC)*	**Professional relationships with colleagues, other organisations, and agencies** • Promotes consistency for children • Provides children with a sense of security • Supports children's learning and development • Improves outcomes for children • Improves practitioner knowledge when learning from specialist professionals • Ensures early identification of children's needs • Improves effectiveness of provision and practice

AO4: Design and maintenance of enabling environments **Designs inclusive and engaging indoor and outdoor environments that actively support children's voices, prioritises their wellbeing, and provides learning experiences that are clearly aligned with their developmental stages.**	
Observation with question and answer (Q&A)	
Knowledge and skills statements	**Amplification**
S14: **Assess the responsiveness of the environment** for effective child-centred experiences in line with curriculum requirements. (RA)	**Assess the responsiveness of the environment** could include: • observing how children engage with different areas of provision • monitoring whether resources are being used as intended • identifying areas that are underused or overcrowded • evaluating whether the environment reflects children's current interests • reviewing whether activities provide appropriate challenge • assessing accessibility for children with additional needs • checking that resources promote inclusion and diversity • evaluating whether the layout supports independence • considering whether quiet and active areas are balanced effectively • reviewing whether the environment supports communication and language development • assessing whether displays reflect children's learning and progress • monitoring whether outdoor provision is used effectively • identifying potential barriers to engagement • evaluating whether routines support sustained play • reviewing safety and supervision arrangements • reflecting on whether the environment promotes emotional security • considering whether the provision supports all areas of learning

	• gathering feedback from children through observation and interaction • reflecting on whether curriculum requirements are evident in the environment • making informed adjustments based on evaluation

S15: **Create inclusive, child-centred, dynamic, innovative, and evolving physical environments** both indoors and outdoors. (RA)	**Create inclusive, child-centred, dynamic, innovative, and evolving physical environments**
	• Creating inclusive environments:
	  ○ providing resources that reflect diverse cultures, languages and family structures
	  ○ adapting layouts to ensure accessibility for children with additional needs
	  ○ offering alternative communication supports, such as visual prompts
	  ○ offering specialist aids and adaptations recommended by professionals to meet a child's health or educational needs
	  ○ ensuring all children can access indoor and outdoor provision
	  ○ representing children's identities within displays and materials
	  ○ removing barriers to participation through thoughtful organisation
	• Creating child-centred environments:
	  ○ designing provision around children's current interests
	  ○ displaying children's work at child height
	  ○ providing accessible storage to promote independence
	  ○ offering open-ended resources to encourage exploration
	  ○ incorporating children's ideas into planning and layout
	  ○ creating spaces that reflect children's home experiences
	• Creating dynamic and innovative environments:
	  ○ rotating resources to maintain engagement
	  ○ introducing new materials that extend thinking

	○ using natural and recycled materials creatively ○ developing flexible spaces that can be adapted for different purposes ○ incorporating technology purposefully to enhance learning ○ creating multi-sensory opportunities indoors and outdoors ○ designing provocations that stimulate curiosity • Creating evolving environments: ○ adapting provision in response to observation and assessment ○ reviewing and modifying layout based on engagement levels ○ updating resources to reflect developmental progression ○ adjusting spaces to support transitions or new cohorts ○ responding to seasonal changes within outdoor provision ○ reflecting children's emerging interests in continuous provision
S16: Create **inclusive and supportive emotional environment** that enables the child to feel safe, secure, respected and experience a sense of wellbeing; **maintaining and prioritising the individual child's voice**. (RA)	**Inclusive and supportive emotional environment** could include: • building secure and consistent relationships with children • responding sensitively to children's emotional cues • providing reassurance during times of distress or uncertainty • demonstrating warmth, patience and empathy in interactions • maintaining predictable routines to promote emotional security • using positive language to reinforce self-worth • respecting each child's background, culture and identity • encouraging children to express feelings openly • acknowledging and validating children's emotions • promoting mutual respect within peer interactions • supporting children to co-regulate • supporting children to develop self-regulation strategies • ensuring all children feel valued and included in activities • adapting approaches to meet individual emotional needs • using restorative approaches following conflict

	• using relational approaches to support the children to develop self-regulation through shared connection, mutual respect and understanding • protecting children's dignity during personal care and daily routines • providing calm spaces for reflection or regulation • modelling respectful communication and behaviour • encouraging independence while offering appropriate reassurance • listening actively to children's views and preferences • creating opportunities for children to contribute ideas and make choices **Maintaining and prioritising the individual child's voice** could include: • actively listening to children's ideas, preferences and concerns • observing and responding to non-verbal communication • offering meaningful choices within daily routines and activities • involving children in planning aspects of provision • encouraging children to express opinions about their learning experiences • valuing children's contributions during group discussions • supporting children to articulate feelings and viewpoints • reflecting children's interests within continuous provision • respecting children's decisions where appropriate • seeking feedback from children about the environment • supporting children to express disagreement respectfully • advocating for children's needs within team discussions or when working with parents, carers or other professionals • ensuring children's views inform individual planning and assessment • adapting practice in response to children's expressed preferences

	• providing opportunities for children to lead aspects of play • acknowledging children's suggestions and acting upon them, where possible • ensuring quieter or less confident children are supported to contribute • upholding children's rights to be heard in matters affecting them
*K17: The elements and characteristics of **a wide range of enabling environments**. (AK)*	**Wide range of enabling environments** could include: • indoor learning environments that are organised, accessible and stimulating • outdoor environments that promote physical activity, exploration and risk management • natural environments that encourage sensory exploration and curiosity • quiet spaces that support emotional regulation and reflection • role play areas that promote imaginative and social development • communication-rich environments with visual prompts, labels and accessible books • inclusive environments adapted to meet additional needs • environments reflecting cultural diversity and children's home experiences • environments with open-ended resources that encourage creativity • hygienic and safe environments that meet health and safety requirements • flexible spaces that can be adapted to suit different learning intentions • environments that promote independence through accessible storage • language-supportive environments for children with English as an additional language

	• technology-enhanced environments where appropriate to support learning • secure environments that promote safeguarding and supervision • calm, predictable environments that support emotional security • adults who provide a predictable, responsive and nurturing approach
K20: ***How the organisations approach and values underpin the environment****. (AK)*	**How the organisations approach and values underpin the environment** could include: • a child-centred ethos reflected in room layout and resource accessibility • a commitment to inclusion demonstrated through adaptable spaces and diverse resources • safeguarding values reflected in secure entry systems and supervision arrangements • promotion of independence shown through accessible storage and child-height displays • respect for diversity represented through culturally inclusive materials • a focus on well-being reflected in calm spaces and predictable routines • a play-based philosophy demonstrated through open-ended and exploratory resources • a commitment to outdoor learning reflected in daily access to outdoor provision • high expectations for behaviour reflected in clear boundaries and consistent practice • partnership working values shown through welcoming parent communication areas • environmental sustainability reflected in recycling areas and natural materials

	• reflective practice embedded through regularly reviewed displays and planning areas • equality principles reflected in anti-discriminatory displays and inclusive language • professional standards reflected in organised, well-maintained learning areas • a focus on holistic development demonstrated through balanced provision across areas of learning • community engagement values reflected in local links and cultural representation • continuous improvement reflected in evolving layout and resourcing • emotional security prioritised through consistent routines and key person systems • respect promoted through listening to the views, wishes and feelings of children as well as the advocacy of needs
Professional discussion or Case study based on child study	
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)	**Support and reflect all children's current needs** could include: • adapting daily routines to meet individual care or medical requirements • adjusting activity duration to reflect attention spans and developmental stage • providing differentiated levels of challenge within planned activities • using visual timetables to support children who require structure • offering additional adult support where needed • modifying expectations to reflect individual developmental progress • incorporating children's interests into planning • providing flexible snack or rest times where appropriate • adjusting group sizes to support participation

	• offering alternative communication methods for children with communication needs
	• providing quiet or low-stimulation spaces for children who require them
	• extending learning opportunities for the most able
	• breaking down instructions into manageable steps
	• providing repetition to support consolidation of learning
	• allowing additional processing time for responses
	• using targeted interventions to support identified needs
	• incorporating home languages where appropriate
	• ensuring transitions are adapted for children who require additional reassurance
	• adjusting behaviour expectations in line with emotional development
	• monitoring and reviewing adaptations regularly
	• examples of support that reflects the needs of children with English as an additional language (EAL):
	  ○ learning key words in the child's home language
	  ○ liaising with parents/carers to learn more about the child's culture and interests
	  ○ using visual aids to support understanding of English language
	  ○ providing dual language texts and stories
	• examples of support that reflects the needs of most able children:
	  ○ providing further stretch and challenge
	  ○ deepening children's understanding to a mastery level
	  ○ ensuring extension opportunities are provided within activities to support children's continued engagement

K18: How the design, resourcing, and use of the **indoor and outdoor physical environment** supports children's learning and development. (AK)*	**Indoor and outdoor physical environment**
	• Indoor design:
	  ○ clearly defined learning areas that promote purposeful engagement
	  ○ logical layout supporting independence and free movement
	  ○ quiet spaces for rest and emotional regulation
	  ○ safe circulation routes to reduce congestion
	  ○ natural light and ventilation to promote well-being
	  ○ displays positioned at child height
	  ○ inclusive adaptations to meet additional needs
	  ○ flexible spaces that can be reconfigured
	  ○ clear boundaries between active and calm areas
	• Outdoor design:
	  ○ open spaces to promote physical development
	  ○ zoned areas for different types of play
	  ○ secure perimeter fencing to ensure safeguarding
	  ○ surfaces suitable for running, climbing and wheeled toys
	  ○ sheltered areas for use in varied weather
	  ○ natural features, such as plants, soil or water
	  ○ accessible pathways for all children
	• Indoor resourcing:
	  ○ open-ended materials that encourage creativity
	  ○ age-appropriate furniture and equipment
	  ○ accessible storage to promote independence
	  ○ communication-rich resources, such as books and visual prompts
	  ○ sensory materials supporting exploration
	  ○ technology used purposefully to extend learning
	  ○ resources reflecting diversity and inclusion
	• Outdoor resourcing:

	○ large physical equipment to support co-ordination ○ natural materials, such as logs, stones or leaves ○ tools for gardening and exploration ○ mark-making resources for outdoor literacy ○ sand and water resources for sensory play and development of motor skills ○ wheeled toys promoting spatial awareness ○ weather-appropriate clothing to enable access ○ loose parts materials to promote children's creativity, curiosity and problem-solving ○ mud kitchens to encourage children's use of imagination ○ climbing equipment, such as slides, tunnels and climbing frames to promote children's gross motor skills • Use of the indoor and outdoor physical environment: ○ adapting environments in response to children's interests ○ rotating resources to maintain engagement and progression ○ using space intentionally to support specific learning outcomes ○ providing opportunities for child-led and adult-led experiences ○ supporting sustained shared thinking within the environment ○ encouraging independence through accessible materials ○ balancing safety with appropriate challenge ○ using outdoor provision daily to support holistic development ○ observing how children interact with space and adapting accordingly ○ promoting inclusive participation in all areas

AO5: Observation, planning, and response in relation to learning **Uses observation and assessment to understand each child and to plan specific learning experiences that build on the child's interests, curiosity, and developmental progress, in alignment with the curriculum and teaching framework.**	
Observation with question and answer (Q&A)	
Knowledge and skills statements	**Amplification**
S19: **Facilitate and support child-centred opportunities** and experiences based on the setting's curriculum and pedagogy. (RA)	**Facilitate and support child-centred opportunities** could include: • following children's interests to extend learning in the moment • providing open-ended resources that encourage exploration • allowing sufficient time for sustained play • observing before intervening to understand children's intentions • using questioning to deepen thinking rather than directing outcomes • scaffolding learning within the child's zone of proximal development • adapting activities in response to children's ideas • encouraging children to lead aspects of play • supporting children to test their own theories and solutions • encouraging children's curiosity, promoting problem-solving • creating provocations based on emerging interests • promoting independence in selecting resources • valuing children's choices within structured routines • extending vocabulary through responsive interaction • supporting collaborative play initiated by children • adjusting adult involvement according to developmental need • encouraging reflection on experiences • providing differentiated challenge based on observed engagement • linking spontaneous learning moments to curriculum goals • supporting inclusion so all children can participate meaningfully

	• reviewing and adapting opportunities based on children's responses
S20: Provide **adult led opportunities and experience** based on the setting's curriculum and pedagogy. (RA)	**Adult led opportunities and experience** could include: • delivering small group teaching sessions linked to curriculum goals • introducing new vocabulary through planned activities • modelling specific skills, such as mark making or counting • demonstrating correct use of tools and equipment • leading focused phonics or early literacy activities • teaching mathematical concepts through structured games • guiding scientific exploration with clear learning intentions • leading story sessions to develop comprehension skills • facilitating music and movement sessions with planned outcomes • teaching personal, social and emotional strategies explicitly • introducing new concepts before children apply them independently • supporting targeted interventions for identified needs • leading activities that develop fine or gross motor skills • providing direct instruction where safety is essential • demonstrating problem-solving strategies • structuring group discussions to promote critical thinking • modelling positive social interaction during group work • using questioning techniques to assess understanding • adjusting pace and content based on children's responses • evaluating learning outcomes to inform future planning • leading circle time group sessions, promoting personal, social and emotional development

***S18**: **Analyse observation evidence** to assess and plan **holistic individual learning** based on a comprehensive understanding of the **child's needs and interests**. (IUDM)*	**Analyse observation evidence** could include: • reviewing recorded observations to identify patterns over time • interpreting evidence in relation to developmental milestones • identifying strengths across areas of learning • recognising emerging interests and schemas • distinguishing between typical variation and potential delay • linking observed behaviour to emotional or environmental factors • considering contextual information from parents and carers • evaluating the impact of previous planned experiences • identifying gaps in learning or engagement • comparing current evidence with prior assessment records • drawing informed conclusions based on multiple sources of evidence • identifying barriers to participation or progression • considering the interaction between physical, emotional and cognitive development • reflecting on the influence of attachment or well-being on engagement • identifying next steps that are realistic and developmentally appropriate • ensuring conclusions are objective and evidence-based • recognising when further monitoring or referral may be required • using professional judgement to prioritise areas for support • undertaking assessments in line with setting's curriculum policy • engaging in formative and summative assessments of children's holistic development • using information from observations and assessments to plan future learning opportunities

	Holistic individual learning could include: • planning experiences that address multiple areas of learning simultaneously • considering physical, cognitive, emotional and social development together • building on the child's identified interests to promote engagement • integrating communication and language within all activities • supporting personal, social and emotional development alongside academic learning • recognising the impact of well-being on learning capacity • adapting planning to reflect the child's stage of development • incorporating cultural background and home experiences into learning opportunities • considering health, sleep and nutrition factors that may influence engagement • embedding characteristics of effective learning within planned experiences • providing differentiated challenge tailored to individual strengths • linking fine and gross motor development within play opportunities • supporting independence alongside guided teaching • integrating sensory experiences to support regulation and engagement • ensuring inclusive practice for children with SEND or EAL • planning next steps that reflect both short-term progress and long-term development • considering attachment relationships when planning transitions or change • balancing adult-led and child-initiated learning

	• supporting resilience and self-regulation within learning experiences
	• reviewing and adapting provision based on the child's ongoing response
	
	Child's needs and interests
	• Needs:
	  ○ Developmental stage across all areas of learning
	  ○ Identified SEND requirements
	  ○ Speech, language and communication needs
	  ○ Emotional regulation and attachment needs
	  ○ Physical or medical requirements
	  ○ Sensory processing differences
	  ○ English as an additional language
	  ○ Cultural or religious considerations
	  ○ Social confidence or peer interaction needs
	  ○ Behavioural support requirements
	  ○ Additional challenge for the most able
	  ○ Transition-related support
	  ○ Trauma-informed considerations
	  ○ Health-related influences on engagement
	  ○ Need for repetition or consolidation
	  ○ Preferred learning pace
	  ○ Requirement for structured routines
	  ○ Support for self-regulation strategies
	• Interests:
	  ○ preferred themes within play
	  ○ repeated schemas or patterns of exploration
	  ○ fascination with specific objects or topics
	  ○ interest in particular stories or characters

	○ preference for indoor or outdoor activities ○ inclination towards construction, creative or physical play ○ engagement in role play scenarios ○ curiosity about the natural environment ○ interest in technology or digital resources ○ enjoyment of music, movement or rhythm ○ strong peer relationships influencing play choices ○ emerging hobbies linked to home experiences ○ interest in problem-solving or puzzles ○ preference for solitary or group play ○ motivators that sustain engagement
Professional discussion or Case study based on child study	
Knowledge and skills statements	**Amplification**
K24: **How, when, and why to conduct observation and assessment**. (IUDM)	**How, when, and why to conduct observation and assessment** • How to conduct observation and assessment: ○ using narrative observations to record significant learning moments ○ completing focused observations linked to specific areas of development ○ using time or event sampling where appropriate ○ recording objective and factual information ○ linking observations to the EYFS areas of learning and characteristics of effective learning ○ identifying next steps based on observed learning ○ using assessment information to inform planning ○ incorporating parental contributions into assessment records ○ using digital platforms to record observations securely ○ ensuring assessments are inclusive and reflective of individual needs

	○ applying professional judgement when interpreting evidence ○ maintaining confidentiality in documentation ○ reviewing progress against developmental milestones ○ using summative assessments at key points • When to conduct observation and assessment: ○ during child-initiated play ○ during adult-led activities ○ at key transition points ○ when concerns about development arise ○ following significant events ○ as part of ongoing formative assessment ○ at statutory assessment points ○ when reviewing individual support plans ○ when evaluating effectiveness of provision ○ during daily routines where learning is evident ○ on a regular basis in line with the setting's assessment policy • Why to conduct observation and assessment: ○ to understand each child's stage of development ○ to identify strengths, interests and motivations ○ to identify potential delays or additional needs ○ to inform planning and differentiation ○ to monitor progress over time ○ to identify gaps in development which can be addressed through future learning opportunities ○ to ensure curriculum coverage ○ to support communication with parents and carers ○ to contribute to multi-agency discussions where required ○ to evaluate the effectiveness of teaching strategies ○ to support smooth transitions

*K25: How the **observation**, **assessment**, and **planning cycle** is used to analyse and respond to children's learning, development, and interests. (IUDM)*	**Observation** could include: • watching children during child-initiated and adult-led activities • recording significant learning moments objectively • noting children's interests, schemas and preferred play patterns • identifying social interactions and communication skills • recognising emerging developmental milestones • gathering information from parents and carers • observing patterns over time rather than isolated incidents **Assessment** could include: • analysing observations to identify stage of development • linking evidence to EYFS areas of learning • identifying strengths and areas for further support • considering individual needs, including SEND or EAL • reviewing progress against previous assessments • evaluating the impact of previous planning • identifying next steps for learning **Planning cycle** could include: • designing experiences that build on identified interests • differentiating activities to meet varying developmental levels • incorporating targeted strategies where required • planning both adult-led and child-initiated opportunities • adapting provision to extend learning • integrating assessment findings into continuous provision • ensuring curriculum coverage across areas of learning • reviewing the effectiveness of planned experiences • reflecting on children's responses to activities • adjusting future planning accordingly • maintaining ongoing formative assessment

	• using evidence to inform summative judgements
	• collaborating with colleagues and families to refine support
	• the cycle supports analysis and response to children's learning and development by:
	  ○ enabling identified gaps to be addressed through future learning opportunities
	  ○ allowing children's strengths to be identified and built on to support engagement with learning
	  ○ allowing concerns to be identified and addressed with relevant individuals

*K26: How to **create experiences and opportunities for children** informed by the **setting's curriculum and pedagogy**. (AK)*	**Create experiences and opportunities for children** could include: • planning activities that reflect the setting's curriculum intent • designing play experiences that build on children's interests • providing opportunities across all areas of learning • creating provocations that stimulate curiosity and thinking • offering open-ended resources to encourage exploration • planning adult-led experiences to introduce new concepts • extending child-initiated play through skilful interaction • incorporating real-life experiences to deepen understanding • providing opportunities for sustained shared thinking • designing outdoor learning experiences that support holistic development • creating inclusive activities that reflect diverse backgrounds • offering differentiated levels of challenge • embedding literacy and numeracy within meaningful contexts • planning sensory-rich opportunities for exploration • creating collaborative group experiences to develop social skills • incorporating physical challenges to support motor development • using questioning techniques to extend learning

	• designing experiences that promote problem-solving and critical thinking • providing opportunities for creative expression • reviewing and adapting experiences in response to children's engagement **Setting's curriculum and pedagogy** could include: • the curriculum intent outlining what children are expected to learn • sequenced learning experiences that build knowledge and skills over time • coverage of all EYFS areas of learning • clear progression from birth to five • defined priorities, such as communication and language or personal, social and emotional development • inclusive curriculum planning that reflects the cohort • long-term and medium-term planning frameworks • embedded literacy and numeracy development • cultural and community representation within planning • defined approaches to assessment and next steps • curriculum adaptations for children with SEND • integration of outdoor learning within curriculum design • alignment with statutory EYFS requirements • theories and models that support beliefs of how children learn

AO6: Advocacy for equality, diversity, and inclusion **Actively supports each child's individual identity, cultural background, and rights by eliminating obstacles to participation and fostering a strong sense of belonging through clearly defined inclusive values and practices.**	
Professional discussion or Case study based on child study	
Knowledge and skills statements	**Amplification**
K1: The importance of **equality, diversity, and inclusion**, and **respecting children's social and cultural context**. (RA)	**Equality, diversity, and inclusion** • Equality: ○ ensuring all children have equitable access to learning opportunities ○ removing barriers to participation ○ applying policies consistently and fairly ○ providing reasonable adjustments for children with additional needs ○ promoting high expectations for every child ○ challenging discriminatory behaviour or language ○ ensuring safeguarding procedures apply equally to all • Diversity and inclusion: ○ recognising and valuing differences in culture, language and belief ○ ensuring resources are non-gender specific ○ reflecting family structures within resources and displays ○ representing a range of ethnicities within books and materials ○ acknowledging different traditions and celebrations appropriately ○ supporting children who speak English as an additional language ○ respecting varied parenting approaches and values ○ recognising diversity in ability and learning styles

	○ valuing individual interests and identities **Respecting children's social and cultural context** could include: • incorporating home experiences into planning • building partnerships with families to understand background • recognising the influence of community on development • avoiding assumptions based on stereotypes • supporting children to develop a positive sense of identity • ensuring communication methods are accessible to families • being respectful of children's social context, such as additional needs, home environment, socioeconomic status or family dynamics • being respectful of children's cultural context, such as valuing the child's own heritage, working with families to learn about culture and encouraging the child to be proud of their culture and heritage
S10: Advocate for all children's needs, including children which require SEND or EAL support. (RPA)	**Advocate for all children's needs** could include: • raising concerns about developmental delays promptly • ensuring identified support strategies are implemented consistently • communicating children's needs clearly within team discussions • liaising with the special educational needs co-ordinator where appropriate • supporting referrals to external professionals when required • ensuring reasonable adjustments are made to enable participation • challenging discriminatory attitudes or practice • promoting inclusive planning within the team • ensuring children with EAL have appropriate communication support • supporting access to translated materials for families • highlighting barriers to participation within the environment

	• monitoring the impact of targeted interventions • ensuring additional funding is used appropriately • representing the child's views in meetings • supporting smooth transitions for children with additional needs • ensuring safeguarding concerns are escalated appropriately • promoting equitable access to curriculum opportunities • collaborating with parents to ensure consistent support • reviewing and adapting strategies based on ongoing assessment

*K6: The **statutory and non-statutory frameworks and guidance** for provision in early years including SEND. (RPA)*	**Statutory and non-statutory frameworks and guidance**
	• Statutory:
	  ○ Early Years Foundation Stage (EYFS) statutory framework
	  ○ Children Act
	  ○ Childcare Act
	  ○ Equality Act
	  ○ Special Educational Needs and Disability (SEND) Code of Practice
	  ○ Special Educational Needs and Disability Regulations
	  ○ Working Together to Safeguard Children
	  ○ Keeping Children Safe in Education (where applicable)
	  ○ Data Protection Act and UK GDPR
	  ○ Health and Safety at Work etc. Act
	  ○ The Safeguarding Vulnerable Groups Act
	  ○ Public Health and infection control regulations
	  ○ Human Rights Act
	• Non-statutory:
	  ○ Development Matters
	  ○ Birth to 5 Matters
	  ○ Early Years inspection guidance
	  ○ Local authority early years guidance
	  ○ Ofsted inspection handbooks

	○ Best practice guidance for inclusive provision ○ Guidance on promoting the characteristics of effective learning ○ Professional association guidance ○ Behaviour management guidance documents ○ Early help and family support guidance ○ Transition guidance for early years to school ○ Advisory materials supporting SEND best practice ○ Every Child Matters Framework ○ Bespoke curriculum frameworks or tools, such as WellComm
*K7: The **legal rights of each individual child** according to their current and future needs. (RPA)*	**Legal rights of each individual child** could include: • the right to protection from harm and abuse • the right to a safe and secure environment • the right to access education appropriate to age and stage • the right to have additional needs identified and supported • the right to non-discriminatory treatment under equality legislation • the right to reasonable adjustments where required • the right to have their views listened to and taken seriously • the right to privacy and confidentiality • the right to healthcare and medical support • the right to inclusive practice regardless of background or ability • the right to freedom from degrading or humiliating treatment • the right to participate in decisions affecting them • the right to cultural and religious respect • the right to protection under safeguarding legislation • the right to early intervention where developmental concerns are identified • the right to transition support when moving settings or schools • the right to a broad and balanced curriculum • the right to be treated with dignity during personal care • the right to equality of opportunity

*S12: **Support children to develop a positive sense of their own identity and culture**. (AS)*	**Support children to develop a positive sense of their own identity and culture**
	• Positive sense of their own identity:
	  ○ using children's preferred names and correct pronunciation
	  ○ acknowledging and valuing individual strengths and achievements
	  ○ encouraging children to talk about their families and home experiences
	  ○ displaying photographs of children and their families within the setting
	  ○ providing mirrors and self-portrait opportunities
	  ○ reinforcing positive self-talk and confidence
	  ○ supporting children to express personal preferences
	  ○ challenging stereotypes in play and discussion
	  ○ encouraging independence appropriate to developmental stage
	  ○ valuing children's ideas and contributions
	• Positive sense of their own culture:
	  ○ providing resources that reflect a range of cultures and backgrounds
	  ○ celebrating cultural traditions in partnership with families
	  ○ incorporating home languages within the environment where appropriate
	  ○ sharing stories, music and materials from diverse cultures
	  ○ recognising and respecting religious practices
	  ○ avoiding tokenistic approaches to cultural representation
	  ○ promoting understanding and respect for differences
	  ○ ensuring inclusive curriculum planning
	  ○ supporting children to take pride in their heritage
	  ○ engaging families in sharing cultural experiences

AO7: Reflection and development of professional practice **Engages in thoughtful self-evaluation, participates in structured supervision, and pursues ongoing professional development to improve self-awareness, enhance job performance, and support continuous improvement within the organisation.**	
Professional discussion or Case study based on child study	
Knowledge and skills statements	**Amplification**
*K27: **Methods of reflective practice**, including supervision, and opportunities for continuous professional development. (RA)*	**Methods of reflective practice** could include: • participating in regular supervision meetings • engaging in appraisal discussions • maintaining a reflective journal • using reflective models, such as Gibbs' reflective cycle • applying Schön's reflection-in-action and reflection-on-action • participating in peer observations • receiving and acting on constructive feedback • contributing to team debrief discussions • reflecting on safeguarding incidents to improve practice • reviewing observation and assessment decisions • evaluating the impact of planned activities • reflecting on interactions with children and families • using action plans to support improvement • engaging in professional dialogue during team meetings • reviewing policy changes and their impact on practice • reflecting on inclusion and equality within provision • seeking mentoring or coaching support • engaging in professional reading and research • identifying personal strengths and areas for development • linking reflection to continuous professional development planning • undertaking training and further learning, reflecting on lessons learnt and impact on practice

S21: Use **reflection** to develop themselves both professionally and personally. (RA)*	**Reflection** could include: • evaluating the effectiveness of planned activities • considering the impact of adult interactions on children's learning • reviewing behaviour management approaches • reflecting on communication with parents and carers • identifying strengths and areas for improvement in practice • recognising personal values and how these influence professional conduct • reviewing safeguarding responses to ensure compliance • considering how inclusive practice is implemented • evaluating how well individual children's needs were met • reflecting on emotional responses to challenging situations • assessing the impact of adaptations made within the environment • reviewing feedback received from colleagues or supervisors • setting professional development goals based on reflection • linking reflective outcomes to training or CPD opportunities • considering how personal well-being affects professional performance • identifying learning gained from mistakes or near misses • reflecting on how effectively the child's voice was prioritised • evaluating how curriculum intent was translated into practice • reviewing time management and organisational skills • considering the impact of teamwork on outcomes for children

Behaviours
B1 Confident to have difficult conversations.
B2 Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child.
B3 Vigilant and act with professional curiosity.
B4 Caring, compassionate and sensitive.
B5 Honest, open, respectful, and a role model.
B6 Self-motivated, using initiative and proactive.
B7 Playful and creative.
B8 Reflective and reflexive and committed to CPD.
Behaviours must be verified by the employer and confirmed on the gateway to completion section in the Highfield Assessment Hub.

Performance Categories		
Performance category	**Pass grading descriptor**	**Distinction grading descriptor**
Applied Knowledge	Demonstrates sound application of factual, procedural, and theoretical knowledge (for example, of child development, safeguarding, inclusive practice, and curriculum approaches) across routine and responsive early years activities, undertaking them to an acceptable standard. (K14, K15, **K16***, **K19***, K21, K22*, K23)	*Applies a thorough understanding of factual, procedural, and theoretical knowledge (for example of child development, safeguarding, inclusive practice, and curriculum approaches) to manage and resolve routine and responsive early years activities with discernment and skill. (K11, K17, K18*, K20, K26)*
Applied Skills	Identifies and applies appropriate skills, methods, and procedures to complete early years activities and address challenges (for example, to support children's development, safeguarding, and enabling environments) with a reasonable degree of autonomy and effectiveness. (**S1**, **S2***, **S3***, S4, **S7**, **S8**, **S9**)	*Selects and integrates appropriate skills, methods and procedures, proactively and resourcefully to complete early years activities and address challenges effectively (for example, responding as situations evolve when supporting children's development, safeguarding, and enabling environments) with the appropriate minimal oversight. (S11*, S12, S13, S17)*
Regulatory and Procedural Awareness	Applies legislation, regulation, and guidance relevant to early years practice, without error, with some depth of insight and adaptability in safeguarding, health and safety, inclusion, and professional conduct. (**K2**, **K3**, **K4***, **K5***, **S10**)	*Demonstrates refined judgement in interpreting legislation, regulation and guidance, confidently navigating nuanced issues in safeguarding, health and safety, inclusion, and professional conduct. (K6, K7)*
Communication and Collaboration	Participates effectively in team environments, communicates clearly with children and adults, and supports positive relationships with families, colleagues and other professionals. (K8, K10, K12*, S5*, **S6**)	*Adapts confidently to different audiences and environments, communicates effectively with children and adults, and takes the initiative in maintaining positive relationships with families, colleagues and other professionals. (K9, K13)*

Information Use and Decision Making	Accurately interprets and evaluates relevant information from a variety of sources (for example, observations and assessments) to plan and respond to children's learning and development in mostly familiar but sometimes complex contexts. (K24)	*Evaluates diverse and sometimes conflicting information from a variety of sources (for example, observations and assessments) with critical insight, drawing informed conclusions that improve outcomes in mostly familiar but sometimes complex contexts. (K25, **S18**)*
Responsibility and Autonomy	Takes responsibility for initiating and completing activities within set parameters (for example, in safeguarding, planning, and supporting development). (K1, **S14**, **S15**, **S16**, **S19**, S20)	*Pre-empts the need for activities to be initiated within set parameters (for example, in safeguarding, planning, and supporting development), demonstrating accountability and responsiveness to emerging needs, priorities or risks. (K27, S21*)*

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Assessing the observation with question and answer (Q&A)

The observation with question and answer consists of two components:

- an observation
- a question and answer session

Highfield will assess the observation with question and answer (Q&A).

Observation

In the observation with question and answer (Q&A), the assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work and simulation is not permitted. The assessor will only observe one apprentice at a time. The observation will last up to a maximum of **60 minutes**.

The observation with Q&A may be split into discrete sections held on the same working day. This includes comfort breaks as necessary and to allow the apprentice to move from one location to another where required. Breaks will not count towards the total assessment time.

The assessor will brief the apprentice on the format of the observation with Q&A, including the timescales that they will be working to, before the start of the observation. The time taken for this briefing is not included in the assessment time.

The observation with Q&A will take place in the apprentice's workplace. The venue must be an early years setting that provides opportunities for the apprentice to work directly with children and carry out the activities required as part of their normal role. It must include access to the resources, equipment and areas needed to support children's learning, development, care and well-being.

The following activities can be observed as part of the observation:

- supporting children's learning and development through planned and child-led activities
- interacting and communicating with children in ways that are appropriate to their individual needs and stage of development
- supporting children's care, health, safety and well-being
- following safeguarding, health and safety and organisational procedures
- observing and responding to children's individual needs, interests and behaviours
- collaborating with colleagues to support children and the effective operation of the early years setting

Question and answer

Questions will be asked after the observation to assess the apprentice's breadth and depth of competence against the knowledge and skills statements. As only naturally occurring work will be observed, the knowledge and skills statements that the apprentice did not have the opportunity to demonstrate will be assessed through questioning.

There will be a minimum of **three questions** asked by an assessor in **30 minutes**.

The question and answer session will assess the knowledge and skills statements as stipulated in this specification.

The question and answer session will aim to close off all knowledge and skills statements not achieved/identified in the observation alone and will aim to cover the range of knowledge and skills statements to ensure full coverage of the apprenticeship assessment.

The question and answer session will be delivered in person after the completion of the observation and should be taken in controlled conditions in line with Highfield's invigilation policy. It will last up to a maximum of **30 minutes**.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the areas that will be assessed by the observation with Q&A (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning during their apprenticeship to understand what is required to meet the requirements of this assessment method

Grading the observation with Q&A

Apprentices will be marked against statements included in the tables on the following pages (under 'Observation with question and answer (Q&A) criteria').

- To achieve a **pass**, apprentices must achieve all of the knowledge and skills statements required to achieve a pass
- To achieve a **distinction**, apprentice must achieve all of the knowledge and skills statements required to achieve a pass and distinction
- **Unsuccessful** apprentices will not have achieved all of the knowledge and skills statements required to achieve a pass

Observation with question and answer (Q&A) mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their assessment. Highfield recommends that the apprentice experiences a mock observation with Q&A in preparation for the real thing. The most appropriate form of mock observation with Q&A will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with Q&A should take place in a suitable location.
- a **90-minute** time slot should be available to complete the observation with Q&A.
- consider a video or audio recording of the mock observation with Q&A and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
    1. How do you teach children to recognise and manage risks so they can help keep themselves and others safe? (AO1 – S4)
    2. How do you assess whether the learning environment is effectively meeting the needs of individual children while also meeting curriculum requirements? (AO4 – **S14**)
    3. How do you use and analyse observation evidence to plan learning that meets an individual child's needs and interests? (AO5 – ***S18***)

Observation with question and answer (Q&A) criteria

Throughout the **60-minute** observation and the subsequent **30-minute** question and answer session, the assessor will review the apprentice's competence against the knowledge and skills statements outlined below.

Apprentices should prepare for the observation with Q&A by considering how the knowledge and skills statements can be met.

AO1: Safeguarding of children and colleagues
To pass, the following must be evidenced.
S4: Teach children to develop skills to manage risk and maintain their own and others safety. (AS)

AO2: Support for holistic child development
To pass, the following must be evidenced.
K15: The development of social skills and maintaining relationships. (AK)
K22*: The theories of play and its fundamental role in learning and development. (AK)
K23: How children develop characteristics for effective learning. (AK)
S7: Undertake the role and responsibilities of key person. (AS)
S9: Provide sensitive and respectful personal care for children from birth to 5 years. (AS)
To gain a distinction, the following must be evidenced.
S11: Promote and facilitate children's interpersonal communication to develop their social interactions and relationships. (AS)*
S13: Support children to understand and respond to their emotions and make considered choices about their behaviours. (AS)

AO3: Inclusive relationships and partnerships
To pass, the following must be evidenced.
K14: The influence of all key individuals in children's lives on children's learning and development. (AK)
S5*: Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child. (CC)

AO4: Design and maintenance of enabling environments
To pass, the following must be evidenced.
S14: Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements. (RA) **S15: Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors. (RA)** **S16: Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice. (RA)**
To gain a distinction, the following must be evidenced.
K17: The elements and characteristics of a wide range of enabling environments. (AK) *K20: How the organisations approach and values underpin the environment. (AK)*

AO5: Observation, planning, and response in relation to learning
To pass, the following must be evidenced.
S19: Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy. (RA) S20: Provide adult led opportunities and experience based on the setting's curriculum and pedagogy. (RA)
To gain a distinction, the following must be evidenced.
S18: Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests. (IUDM)

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Assessing the professional discussion

This section only applies to apprentices who select Model A as their assessment approach, as agreed with the training provider and employer. If the apprentice, training provider and employer wish to use Model B, please see the 'Assessing the case study based on child study' section.

In the professional discussion, the independent assessor will ask the apprentice questions to assess their competence against the relevant knowledge and skills statements outlined in this specification. Employers are allowed to be present, however, this is optional.

The professional discussion can be conducted and assessed by either the training provider or Highfield.

The professional discussion will last up to a maximum of **90 minutes**. The independent assessor will ask a minimum of **nine questions**.

The professional discussion may be delivered online or in person and should be taken in controlled conditions in line with Highfield's invigilation policy.

Before the assessment

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- brief the apprentice on the areas that will be assessed by the professional discussion (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning during their apprenticeship to understand what is required to meet the requirements of this assessment method

Grading the professional discussion

Apprentices will be marked against statements included in the tables on the following pages (under 'Professional discussion criteria').

- To achieve a **pass**, apprentices must achieve all of the knowledge and skills statements required to achieve a pass
- To achieve a **distinction**, apprentice must achieve all of the knowledge and skills statements required to achieve a pass and distinction
- **Unsuccessful** apprentices will not have achieved all of the knowledge and skills statements required to achieve a pass

Professional discussion mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their assessment. Highfield recommends that the apprentice experiences a mock professional discussion in preparation for the real thing. The most appropriate form of mock professional discussion will depend on the apprentice's setting and the resources available at the time.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock professional discussion should take place in a suitable location.
- a **90-minute** time slot should be available to complete the professional discussion.
- consider a video or audio recording of the mock professional discussion and allow it to be available to other apprentices, especially if it is not practicable for the employer/training provider to carry out a separate mock assessment with each apprentice.
- ensure that the apprentice's performance is assessed by a competent trainer/assessor, and that feedback is shared with the apprentice to complete the learning experience. Mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- use structured, 'open' questions that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
    1. What safeguarding procedures do you follow within your setting? (AO1 - **K2**)
    2. How do you balance risks and benefits for children when planning activities? (AO1 - **K5***)
    3. What is the role of a key person in supporting children's learning? (AO2 - K10)
    4. How does your understanding of attachment influence the way you build relationships with children in your setting? (AO2 - **S8**)
    5. When might support from another professional or agency be required? (AO3 - K8)
    6. How do you build effective working relationships with other professionals involved in a child's education and care? (AO3 - **S6**)
    7. Give an example of how you have adapted the daily routine to meet a child's individual needs. (AO4 - **K19***)
    8. Give an example of when you would carry out an observation and assessment of a child. (AO5 - K24)
    9. Give an example of how you have advocated for a child's individual needs. (AO6 - **S10**)

Professional discussion criteria

Throughout the **90-minute** professional discussion, the assessor will review the apprentice's competence against the knowledge and skills statements outlined below.

Apprentices should prepare for the professional discussion by considering how the knowledge and skills statements can be met.

AO1: Safeguarding of children and colleagues
To pass, the following must be evidenced.
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
To pass, the following must be evidenced.
K10: The role and responsibilities of the key person. (CC)
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)
To gain a distinction, the following must be evidenced.
K11: Theories and significance of attachment. (AK)
S17: Apply strategies that support children's ability to manage change, transition, and significant events. (AS)

AO3: Inclusive relationships and partnerships
To pass, the following must be evidenced.
K8: The role of colleagues and multi-agency working to support the child. (CC) K12*: The importance of professional relationships and collaboration with parents, families, or carers. (CC) **S6: Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child. (CC)**
To gain a distinction, the following must be evidenced.
K9: The role and responsibilities of the early years educator, including providing supervision to staff. (CC) *K13: The importance of professional relationships with colleagues, other organisations, and agencies. (CC)*

AO4: Design and maintenance of enabling environments
To pass, the following must be evidenced.
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)
To gain a distinction, the following must be evidenced.
K18: How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development. (AK)*

AO5: Observation, planning, and response in relation to learning
To pass, the following must be evidenced.
K24: How, when, and why to conduct observation and assessment. (IUDM)
To gain a distinction, the following must be evidenced.
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
To pass, the following must be evidenced.
K1: The importance of equality, diversity, and inclusion, and respecting children's social and cultural context. (RA) **S10: Advocate for all children's needs, including children which require SEND or EAL support. (RPA)**
To gain a distinction, the following must be evidenced.
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)* *S12: Support children to develop a positive sense of their own identity and culture. (AS)*

AO7: Reflection and development of professional practice
To gain a distinction, the following must be evidenced.
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)*

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Assessing the case study based on child study

This section only applies to apprentices who select Model B as their assessment approach, as agreed with the training provider and employer. If the apprentice, training provider and employer wish to use Model A, please see the 'Assessing the professional discussion' section.

The apprentice will complete a case study based on child study undertaken within their early years setting. The child study provides an opportunity for the apprentice to demonstrate how they apply their knowledge and skills when supporting a child's or group of children's learning, development and well-being through their everyday practice.

The child study may be started and completed at any point during the apprenticeship. The employer and training provider should ensure that the apprentice has developed sufficient knowledge and skills to undertake the child study effectively before they begin. The employer should ensure that the apprentice has sufficient time and access to the necessary resources to undertake the child study as part of their normal work activities.

The case study based on child study can either be assessed and administered by Highfield or the training provider.

Highfield recommends that the apprentice gathers observations and evidence over a period of approximately **four to six weeks**. This is a recommendation rather than a requirement. The length of the child study should be appropriate to the apprentice's setting and provide sufficient opportunity to demonstrate the relevant knowledge and skills. This also allows for situations where children involved in the case study leave a setting for any reason.

Child study requirements

The child study should enable the apprentice to demonstrate how they:

- gather relevant contextual information about the child or group of children while maintaining confidentiality
- observe the child or group of children and use observations to understand their needs, interests and stage of development
- assess the child's or group of children's learning and development and identify opportunities to support progress
- use observations and assessment to inform planning
- plan and implement appropriate activities, experiences and interactions
- adapt their approach in response to the child's or group of children's needs, interests and development

- monitor and evaluate the child's or group of children's progress and the impact of the support provided
- work with parents, carers, colleagues and other professionals, where relevant
- apply appropriate safeguarding, confidentiality and information-handling requirements
- evaluate and reflect on their own practice and identify opportunities for improvement

The child study must be based on genuine practice undertaken by the apprentice. Normal workplace supervision and support may continue while the child study is being undertaken.

Case study report

The outcome of the child study should be presented as a written case study report. The report should bring together the apprentice's observations, actions, decisions and evaluation to demonstrate their application of the relevant knowledge and skills.

Highfield recommends that the report has an approximate word count of **4,000** words. This is a recommendation rather than a mandatory word limit. The focus should be on providing sufficient, relevant evidence to demonstrate the knowledge and skills assessed through this assessment method.

Appendices, references, diagrams and supporting evidence are not included within the recommended word count.

All references to children must be anonymised and children referred to, for example, as child A.

To ensure the case study is robust and sufficiently covers the knowledge and skills involved, it should include:

- an introduction providing relevant, anonymised context about the subject of the case study and the setting
- the purpose and scope of the child study
- the approach taken to observing and assessing learning and development
- consideration of the individual needs, interests and stages of development of the child or group of children
- how observations and assessments informed planning
- activities, experiences, interactions and support provided
- adaptations made in response to the child's/children's needs, interests and stage of development
- how the apprentice worked with parents, carers, colleagues and other professionals, where relevant

- consideration of relevant safeguarding, confidentiality and information-handling requirements
- evaluation of the child's/children's progress and the impact of the apprentice's practice
- reflection on the apprentice's own practice, including what worked well and what they would develop or change
- appendices, where appropriate

The apprentice may include supporting evidence from their real work to substantiate the information presented within the case study. Supporting evidence should be relevant to the child study and should demonstrate the apprentice's own practice. Examples may include:

- anonymised observation records
- assessment or developmental records
- planning documentation
- activity or experience plans
- reflective accounts
- anonymised communication records with parents or carers
- records of discussions or collaborative working with colleagues
- records of involvement with other professionals, where appropriate
- examples of resources developed or adapted by the apprentice
- photographs of activities, environments or resources where appropriate permissions have been obtained and children cannot be identified
- feedback from parents, carers, colleagues or other professionals
- witness statements
- other relevant workplace documentation

Supporting evidence should support the apprentice's account within the case study rather than replace the apprentice's explanation of what they did, why they did it and the impact of their practice.

The apprentice must maintain the confidentiality and privacy of the child and their family throughout the child study. The child and other individuals **must not** be identifiable within the submitted case study or supporting evidence. Names and other identifying information should be removed or anonymised before submission.

The apprentice must follow their organisation's requirements for consent, safeguarding, confidentiality, data protection, information sharing and the use of photographs or other records throughout the child study. Information should only be included where it is relevant to demonstrating the apprentice's knowledge and skills.

Sensitive or confidential information that is not necessary for assessment should not be included.

The case study must include, in addition to the word count, an annex showing how the case study maps to all of the knowledge and skills statements that are being assessed by this method. A **Case Study Matrix** is available to download from the Highfield website.

The apprentice should complete their case study unaided. When the case study report is submitted, the apprentice and their employer must verify that the submitted case study report and the case study is the apprentice's own work. A **Written Submission Sheet** is available to download from the Highfield website.

Before the assessment

Employers/training providers should:

- give the apprentice time to work on their case study based on child study during their apprenticeship
- brief the apprentice on the areas that will be assessed by the case study based on child study (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning during their apprenticeship to understand what is required to meet the standard and identify real-life examples
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their apprenticeship experience as preparation for this assessment

Grading the case study based on child study

Apprentices will be marked against statements included in the tables on the following pages (under 'Case study based on child study criteria').

- To achieve a **pass**, apprentices must achieve all of the knowledge and skills statements required to achieve a pass
- To achieve a **distinction**, apprentices must achieve all of the knowledge and skills statements required to achieve a pass and distinction
- **Unsuccessful** apprentices will not have achieved all of the knowledge and skills statements required to achieve a pass

Case study based on child study mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their assessment. Highfield recommends that the apprentice completes a mock assessment of their case study before submitting the final version for independent assessment. The mock assessment provides an opportunity for the employer/training provider to assess the case study against the same knowledge and skills statements that will be used by the independent assessor to assess the final submission.

In planning and conducting the mock assessment, the employer/training provider should:

- assess the case study based on child study against the relevant knowledge and skills statements for this assessment method
- review whether the case study based on child study and supporting evidence sufficiently demonstrate the required knowledge and skills
- identify areas where additional evidence, explanation, evaluation or clarification may strengthen the case study based on child study
- consider whether the apprentice has sufficiently explained what they did, why they did it and the impact of their practice
- provide constructive developmental feedback to support the apprentice in improving their final submission
- ensure that the review is completed by a competent trainer or assessor with appropriate occupational and assessment expertise
- allow the apprentice sufficient opportunity to consider the feedback and make their own amendments before submitting the final case study for assessment

Feedback should support the apprentice to understand how they can strengthen the evidence presented within their case study based on child study. It may address the completeness and relevance of the evidence, the clarity of the apprentice's explanations and opportunities to demonstrate the relevant knowledge and skills more fully. Feedback must not compromise the authenticity of the apprentice's work. The employer/training provider must not complete, rewrite or otherwise produce any part of the case study on the apprentice's behalf.

Mock assessment templates are available to download from the Highfield Assessment website and may be used to support this process.

Case study based on child study criteria

Throughout the case study based on child study, the assessor will review the apprentice's competence against the knowledge and skills statements outlined below.

Apprentices should prepare for the case study based on child study by considering how the knowledge and skills statements can be met.

AO1: Safeguarding of children and colleagues
To pass, the following must be evidenced.
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 cevelopment
To pass, the following must be evidenced.
K10: The role and responsibilities of the key person. (CC)
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)
To gain a distinction, the following must be evidenced.
K11: Theories and significance of attachment. (AK)
S17: Apply strategies that support children's ability to manage change, transition, and significant events. (AS)

AO3: Inclusive relationships and partnerships
To pass, the following must be evidenced.
K8: The role of colleagues and multi-agency working to support the child. (CC) K12*: The importance of professional relationships and collaboration with parents, families, or carers. (CC) **S6: Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child. (CC)**
To gain a distinction, the following must be evidenced.
K9: The role and responsibilities of the early years educator, including providing supervision to staff. (CC) *K13: The importance of professional relationships with colleagues, other organisations, and agencies. (CC)*

AO4: Design and maintenance of enabling environments
To pass, the following must be evidenced.
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)
To gain a distinction, the following must be evidenced.
K18: How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development. (AK)*

AO5: Observation, planning, and response in relation to learning
To pass, the following must be evidenced.
K24: How, when, and why to conduct observation and assessment. (IUDM)
To gain a distinction, the following must be evidenced.
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
To pass, the following must be evidenced.
K1: The importance of equality, diversity, and inclusion, and respecting children's social and cultural context. (RA) **S10: Advocate for all children's needs, including children which require SEND or EAL support. (RPA)**
To gain a distinction, the following must be evidenced.
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)* *S12: Support children to develop a positive sense of their own identity and culture. (AS)*

AO7: Reflection and development of professional practice
To gain a distinction, the following must be evidenced.
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)*

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Grading

The apprenticeship is graded pass, distinction or fail.

To achieve a pass, the apprentice is required to pass both the observation with Q&A and their chosen additional assessment method.

To achieve a distinction, the apprentice is required to achieve a distinction in both the observation with Q&A and their chosen additional assessment method.

The overall grade for the apprentice is determined using the matrix below.

Observation with Q&A	Professional discussion or Case study based on child study	Overall grade awarded
Fail any of the assessment methods		**Fail**
Pass	Pass	**Pass**
Pass	Distinction	**Pass**
Distinction	Pass	**Pass**
Distinction	Distinction	**Distinction**

Resit and retake guidance

Resits and retakes are permitted for this standard to ensure apprentices are provided with a fair opportunity to demonstrate competence.

Apprentices may undertake a resit or retake following an unsuccessful outcome, or after achieving a pass grade where they wish to improve their result, including up to distinction.

A resit is a further attempt without additional learning, while a retake is a further attempt following a period of additional learning.

There is no cap on the number of resits or retakes that an apprentice can undertake. Where a failed assessment method is resat or retaken, it will be resat or retaken in full.

Where a learner or apprentice has achieved a pass or higher grade and wishes to improve their result, Highfield will permit **unlimited grade improvement attempts typically to be taken within three months of the original result being issued**, unless the relevant assessment plan, qualification specification or regulatory framework states otherwise.

Grade improvement attempts may take the form of either a resit or retake, depending on whether additional learning has taken place.

The final grade awarded will be based on the highest grade achieved during the permitted improvement period.

Following the expiry of the three-month period, no further grade improvement attempts will be permitted unless required by the applicable assessment plan or extenuating circumstances.

Please call the Highfield scheduling team to arrange the resit or retake. The Assessment Feedback Report will contain feedback on areas for development and resit or retake guidance.

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