Think about

Observation with Question and Answer (Q&A)

Level 3 ST0135 Early Years Educator v2.0



On the day of this assessment you will carry out:

- A 60-minute observation followed by a 30-minute question and answer session
- Face-to-face
- In your usual workplace to allow you to carry out the activities required as part of your normal role.
- Will be conducted and assessed by Highfield

Key point

Questions will be asked after the observation to assess any outstanding criteria that you may not have had the opportunity to demonstrate in the observation itself.

Do

- Review the knowledge and skills statements associated with the observation with Q&A - these can be found in the Assessment Specification and in the table at the end of this document
- Ensure a room is available and that there are no interruptions
- Ensure work colleagues are aware you are being observed so that you are not disrupted
- Be prepared to answer at least three questions during the Q&A session

Don't

- Forget to plan
- Forget to bring your ID

Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results

Resits or retakes

- You may resit or retake following an unsuccessful outcome



Use the table below to plan and prepare for the observation with Q&A

Knowledge and skills statements 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 **(*)**.

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)

(P) indicates knowledge and skills statements mapped to pass grading descriptors

(D) indicates knowledge and skills statements mapped to distinction grading descriptors

Assessment criteria	Key points to remember
AO1: Safeguarding of children and colleagues	
(P) S4: Teach children to develop skills to manage risk and maintain their own and others safety. (AS)	



AO2: Support for holistic child development	
(P) K15: The development of social skills and maintaining relationships. (AK)	
(P) K22*: The theories of play and its fundamental role in learning and development. (AK)	
(P) K23: How children develop characteristics for effective learning. (AK)	
(P) S7: Undertake the role and responsibilities of key person. (AS)	



(P) S9: Provide sensitive and respectful personal care for children from birth to 5 years. (AS)	
(D) S11*: Promote and facilitate children's interpersonal communication to develop their social interactions and relationships. (AS)	
(D) S13: Support children to understand and respond to their emotions and make considered choices about their behaviours. (AS)	
AO3: Inclusive relationships and partnerships	
(P) K14: The influence of all key individuals in children's lives on children's learning and development. (AK)	



(P) 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	
(P) S14: Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements. (RA)	
(P) S15: Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors. (RA)	
(P) 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)	



(D) K17: The elements and characteristics of a wide range of enabling environments. (AK)	
(D) K20: How the organisations approach and values underpin the environment. (AK)	
AO5: Observation, planning, and response in relation to learning	
(P) S19: Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy. (RA)	
(P) S20: Provide adult led opportunities and experience based on the setting's curriculum and pedagogy. (RA)	



(D) S18: Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests. (IUDM)	

