Highfield Level 3 Apprenticeship Assessment for ST0135 Early Years Educator

Mock Assessment Materials

Case Study Based On Child Study

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.			
Ref	**Knowledge and skills statements (Pass)**	**Achieved**	**Not Achieved**
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 **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.**			
Ref	**Knowledge and skills statements (Pass)**	**Achieved**	**Not Achieved**
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)**		
Ref	**Knowledge and skills statements (Distinction)**	**Achieved**	**Not Achieved**
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 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.			
Ref	**Knowledge and skills statements (Pass)**	**Achieved**	**Not Achieved**
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)**		
Ref	**Knowledge and skills statements (Distinction)**	**Achieved**	**Not Achieved**
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 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.			
Ref	**Knowledge and skills statements (Pass)**	**Achieved**	**Not Achieved**
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)**		
Ref	**Knowledge and skills statements (Distinction)**	**Achieved**	**Not Achieved**
*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 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.			
Ref	**Knowledge and skills statements (Pass)**	**Achieved**	**Not Achieved**
K24	How, when, and why to conduct observation and assessment. (IUDM)		
Ref	**Knowledge and skills statements (Distinction)**	**Achieved**	**Not Achieved**
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 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.			
Ref	**Knowledge and skills statements (Pass)**	**Achieved**	**Not Achieved**
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)**		
Ref	**Knowledge and skills statements (Distinction)**	**Achieved**	**Not Achieved**
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 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.			
Ref	**Knowledge and skills statements (Distinction)**	**Achieved**	**Not Achieved**
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)*		