



# **Highfield Level 5 End-Point Assessment for ST0551 Early Years Lead Practitioner**

End-Point Assessment Kit



# Highfield Level 5 End-Point Assessment for ST0551 Early Years Lead Practitioner

EPA-kit

## Contents

Please click on the headings below to navigate to the associated section of the EPA kit.

<a href="#">Introduction</a>	<a href="#">5</a>
<a href="#">The Highfield approach</a>	<a href="#">8</a>
<a href="#">Gateway</a>	<a href="#">9</a>
<a href="#">The Early Years Lead Practitioner apprenticeship standard</a>	<a href="#">11</a>
<a href="#">Assessment summary</a>	<a href="#">30</a>
<a href="#">Assessing the observation with questions</a>	<a href="#">33</a>
<a href="#">Assessing the professional discussion underpinned by a portfolio of evidence</a>	<a href="#">39</a>
<a href="#">Assessing the case study with report and presentation with questioning</a>	<a href="#">44</a>

## How to use this EPA kit

Welcome to the Highfield End-Point Assessment kit for the Early Years Lead Practitioner apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 5 Early Years Lead Practitioner apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, and additionally all end-point assessments are externally quality assured by the relevant EQA organisation.

The EPA kit is designed to outline all you need to know about the end-point assessments for this standard and will also provide an overview of the on-programme delivery requirements. In addition, advice and guidance for trainers on how to prepare apprentices for the end-point assessment is included. The approaches suggested are not the only way in which an apprentice may be prepared for their assessments, but trainers may find them helpful as a starting point.

### Key facts

<b>Apprenticeship standard:</b>	Early Years Lead Practitioner
<b>Level:</b>	5
<b>On programme duration:</b>	Minimum of <b>12 months</b> – Typically <b>24 months</b>
<b>End-point assessment window:</b>	Typically <b>5 months</b>
<b>Grading:</b>	Pass/merit/distinction
<b>End-point assessment methods:</b>	Observation with questions Professional discussion underpinned by a portfolio of evidence Case study with report and presentation and questioning

**In this kit, you will find:**

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- guidance on how to prepare the apprentice for gateway
- detailed information on which part of the standard is assessed by which assessment method
- suggestions on how to prepare the apprentice for each part of the end-point assessment
- a section focused on the end-point assessment method where the assessment criteria are presented in a format suitable for carrying out 'mock' assessments

# Introduction

## Standard overview

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Early Years Lead Practitioners are highly skilled professionals who take an operational lead for the care, learning and development of all young children within their care, adapting to individual needs providing inclusive and holistic provision. The broad purpose of the occupation is to be a proactive and influential practitioner, working directly with children, skilfully leading day to day practice at an operational level.

In their daily work, an employee in this occupation interacts with children aged birth to 8 years, families, practitioners, other professionals and appropriate agencies. They engage with sector developments both locally and nationally, with a commitment to developing their own professional and educational competencies.

An Early Years Lead Practitioner will be responsible for supporting the quality of learning and development in their setting. They take the lead with operational aspects, other practitioners and in environments such as, communication and language, planning and assessment, Forest School, physical activity and nutrition.

This occupation is found in a range of settings which can include day nurseries, playgroups, nursery schools, pre-schools, kindergartens, primary schools, hospitals, social care settings, out of school environments and local authority provision.

The apprenticeship standard has been developed to cover the Department for Education criteria for Level 3 early years qualifications (Early Years Educator).

## Use of Artificial Intelligence (AI) in the EPA

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## On-programme requirements

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While on-programme, apprentices must undertake all training to develop the occupation standard's knowledge, skills and behaviours (KSBs). They should also be training towards achieving the approved qualifications mandated in the Early Years Lead Practitioner standard.

These are:

- Level 2 English and maths (if not previously achieved)
- A portfolio containing **20** pieces of evidence

## Additional, relevant on-programme qualification

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There are no mandatory qualifications for apprentices for this standard.

## Readiness for end-point assessment

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In order for an apprentice to be ready for the end-point assessments:

- the apprentice must have achieved Level 2 English and maths.
- the apprentice must have gathered a portfolio of evidence against the required standards to underpin the professional discussion. The portfolio is **not** assessed.
- the line manager (employer) must be confident that the apprentice has developed all the knowledge, skills and behaviours defined in the apprenticeship standard and that the apprentice is competent in performing their role. To ensure this, the apprentice must attend a formal meeting with their employer to complete the Gateway Readiness Report.
- the apprentice and the employer should then engage with Highfield to agree a plan and schedule for each assessment activity to ensure all components can be completed within a **5-month** end-assessment window. Further information about the gateway process is covered later in this kit.

Apprentices should submit their portfolio of evidence at gateway. The portfolio may typically contain **20** pieces of evidence, including:

- workplace documentation/records, for example, policies/procedures and records.
- witness statements.
- annotated photographs.
- video clips of **20-minute** total duration, where the apprentice is in view and identifiable.
- **2** observations of practice, maximum **20-minutes** in total duration which should be video recorded except where there are safeguarding concerns, in which case written accounts are acceptable. The video recorded observations **must not** be sent to Highfield as part of the portfolio. They must be kept on the employer's premises and can only be viewed on site.
- reflective accounts and self-assessment should **not** be included, unless as part of evidence for criteria S16 and B6.
- employer contributions should focus on direct observation performance in the form of witness testimonies.
- a statement from both the employer and apprentice confirming the evidence provided is valid and the apprentice's own work.

The portfolio **must** be accompanied by a portfolio matrix. This can be downloaded from our website. The portfolio matrix must be fully completed including a declaration by the employer and the apprentice to confirm that the portfolio is valid and attributable to the apprentice.

The portfolio is **not** assessed. The end-point assessor will have a minimum of **5 days** to review the portfolio and can use the contents of the portfolio to identify discussion topics for the professional discussion.

## Case study proposal

A project **must** be developed by the apprentice and should cover a relevant and defined piece of work that is based on a real-life workplace situation and have a real benefit to the children or setting the apprentice works in. They should then create a proposal to be submitted at gateway, demonstrating that the case study with report and presentation and questioning will provide sufficient opportunity for the apprentice to cover the criteria mapped to this assessment method. The proposal should be submitted to Highfield at gateway and should include:

- case study title
- case study scope
- a summary which outlines the project plan, research requirements, and an overview of timeframes

This is agreed between the apprentice, employer and Highfield at gateway.

The case study proposal is **not** assessed and must be **no longer than 500 words**.

A **case study proposal approval form** should be completed by the apprentice which includes a declaration from the employer that the project provides a real benefit to the children and/or the setting. This form is available to download from the Highfield Assessment website.

This completed form containing the case study proposal and signed declaration should be submitted at gateway. Highfield will then review it and either approve it or provide specific feedback on any adjustments that need to be made.

Once approved, after gateway the apprentice will expand the case study proposal into a case study report, which **will** be assessed.

If you have any queries regarding the gateway requirements, please contact your EPA Customer Engagement Manager at Highfield Assessment.

## Order of end-point assessments

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The assessment methods can be delivered in any order.

The result of **1** assessment method does **not** need to be known before starting the next.

[Click here to return to contents](#)

# The Highfield approach

This section describes the approach Highfield has adopted in the development of this end-point assessment in terms of its interpretation of the requirements of the end-point assessment plan and other relevant documents.

## **Documents used in developing this end-point assessment**

Standard (2021)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-lead-practitioner-v1-0>

End-point assessment plan (2021 ST0551/AP01)

[https://www.instituteforapprenticeships.org/media/5697/st0551\\_early-years-lead-practitioner\\_l5\\_for-publication\\_11112021.pdf](https://www.instituteforapprenticeships.org/media/5697/st0551_early-years-lead-practitioner_l5_for-publication_11112021.pdf)

## **Specific considerations**

All of the evidence criteria used within the end-point assessment is based on the Early Years Lead Practitioner apprenticeship standard and assessment plan. Our approach does not deviate from the assessment plan.

[Click here to return to contents](#)



# Gateway

## How to prepare for gateway

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After apprentices have completed their on-programme learning, they should be ready to pass through 'gateway' to their end-point assessment.

Gateway is a meeting that should be arranged between the apprentice, their employer and training provider to determine that the apprentice is ready to undertake their end-point assessment. The apprentice should prepare for this meeting by bringing along work-based evidence, including:

- customer feedback
- manager statements
- witness statements

As well as evidence from others, such as:

- mid and end-of-year performance reviews
- feedback to show how they have met the apprenticeship standards while on-programme

In advance of gateway, apprentices will need to have:

- achieved Level 2 English
- achieved Level 2 maths

Therefore, apprentices should be advised by employers and providers to gather this evidence and undertake these qualifications during their on-programme training. It is recommended that employers and providers complete regular checks and reviews of this evidence to ensure the apprentice is progressing and achieving the standards before the formal gateway meeting is arranged.

## The gateway meeting

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The gateway meeting should last around an hour and must be completed on or after the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. The **Gateway Readiness Report** should be used to log the outcomes of the meeting and agreed by all **3** parties. This report is available to download from the Highfield Assessment website.

The report should then be submitted to Highfield to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

Highfield Assessment has measures in place for apprentices who require additional support. Please refer to the Highfield Assessment Reasonable Adjustments policy for further information/guidance.

### ID requirements

Highfield Assessment will need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- a valid warrant card issued by HM forces or the Police
- another photographic ID card, such as an employee ID card or travel card

[Click here to return to contents](#)

## The Early Years Lead Practitioner apprenticeship standard

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Observation with questions		
The unique child		
Knowledge	Skills	Behaviours
<p><b>K1:</b> Ethical and rights-based approaches to support the child, listening to the child's authentic voice within their social and cultural context enabling advocacy for the child and their individual journey, developing high quality childcare environments that are continuously evaluated.</p> <p><b>K4:</b> Current and contemporary schools of thought to enable respectful and nurturing personal care.</p> <p><b>K14:</b> Potential effects of transitions and schools of thought on how to successfully support children and their families.</p>	<p><b>S2:</b> Promote equality of opportunity and anti-discriminatory practice.</p> <p><b>S4:</b> Ensure plans fully reflect the individual development needs and circumstances of children and actively participate in the provision of consistent care, responding quickly to the needs of the individual child.</p> <p><b>S17:</b> Plan, carry out and guide appropriate physical care routines for individual children.</p> <p><b>S23:</b> Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate.</p> <p><b>S24:</b> Advocate for children through their child centred approach, listening to the voice of the child; ensuring children's rights, views and wishes are heard, respected and acted upon at all times. Offer appropriate support and influence decisions in the best interests of the child.</p>	<p><b>B3:</b> Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.</p>

Pass criteria	Distinction criteria
<b>TUC1</b> Advocates to ensure the child's voice is always heard, respected and acted upon in their best interest, demonstrating a clear understanding of an <b>inclusive and ethical approach</b> to practice which is responsive and respectful to the individual child and takes account of the <b>social and cultural context</b> . Demonstrates how they continuously evaluate the <b>quality of the childcare environment</b> . (K1, S2, S24)	<b>TUC5</b> Demonstrates how their practice challenges both <b>explicit and implicit discrimination</b> , and actively supports children to advocate for themselves, by developing a sense of agency, autonomy, and the skills to impact their world. (K1, S2, S24)
<b>TUC2</b> Demonstrates respectful and nurturing care through <b>current and contemporary schools of thought</b> when planning and undertaking theoretically sound <b>physical routines</b> for individual children. Acts in a way that is person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities. (K4, S17, B3)	<b>TUC6</b> Critically evaluates all systems including <b>transitions</b> and develop processes, accounting for all children's and families' needs. (K14, S4)
<b>TUC3</b> Responds to a child's <b>individual needs and circumstances</b> , through planning that reflects the child's need for consistent care as well as being able to adapt to the <b>child's and families' needs</b> during change, including <b>transitions</b> . Responds to a child's needs by being consistent in the planning and provision needed for their individual care and development. (K14, S4)	
<b>TUC4</b> Demonstrates communication skills to identify, action and address <b>challenging issues</b> and undertake <b>difficult conversations</b> . (S23)	<b>TUC7</b> Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the <b>outcome</b> . (S23)
Amplification and guidance	
<p><b>Inclusive and ethical approach</b> – could include:</p> <ul style="list-style-type: none"> <li>• respect for diversity</li> <li>• equality - all should have access to high quality care</li> <li>• empathy and understanding</li> <li>• building positive relationships</li> </ul> <p><b>Social and cultural context</b> – could include:</p> <ul style="list-style-type: none"> <li>• parenting styles</li> </ul>	

- communication and language barriers
- food and nutrition

**Quality of the childcare environment** – could include:

- provision
- enabling environment
- accessibility to all
- rich learning experiences
- clean and safe

**Current and contemporary schools of thought** – could include:

- curiosity approach
- loose parts
- Montessori Method
- Forest School
- Reggio Emilia

**Physical routines** – could include:

- nappy changing
- dressing
- toileting
- feeding/mealtimes
- skin and hair
- teeth cleaning
- sleep/rest times

**Individual needs and circumstances** – could include:

- physical needs
- emotional needs

- intellectual needs
- sensory needs
- cultural needs
- SEN needs

**Childs and families' needs** – could include:

- physical needs, such as housing, food, warmth and love
- emotional needs, such as support, a sense of belonging and healthy relationships
- educational needs
- financial support
- community

**Transitions** – could include:

- starting school
- leaving their primary care giver
- family breakdown
- death of a significant family member
- health issues
- new sibling

**Explicit and implicit discrimination:**

- explicit is the intentional and overt actions taken to discriminate against individuals or groups based on factors such as their race, sexuality, gender, religion and age
- implicit is where this manifests in subtle ways such as in the form of passive aggressive behaviour or institutional discrimination

Learning and development		
Knowledge	Skills	Behaviours
	<p><b>S3:</b> Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements.</p> <p><b>S5:</b> Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children.</p> <p><b>S6:</b> Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities.</p> <p><b>S7:</b> Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.</p> <p><b>S8:</b> Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.</p>	<p><b>B4:</b> Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children.</p> <p><b>B7:</b> Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving.</p> <p><b>B8:</b> Flexible and adaptable; responding to children's spontaneous activities.</p>
Pass criteria		Distinction criteria
<b>LD1</b> Applies a <b>responsive approach</b> that is influenced by a range of <b>strategies</b> , to develop and extend children's learning and thinking. (S7)		<b>LD6</b> Applies and justifies their approach to using <b>frameworks, theory and strategies</b> to both ongoing assessment systems and within daily playful interactions with individual children. (S7, S3)
<b>LD2</b> Demonstrates how they observe, assess, plan, facilitate and participate in <b>play opportunities</b> with children that include current requirements of the curriculum. (S3)		<b>LD7</b> Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations. (S5, S6)

<p><b>LD3</b> Co-ordinates an exciting, and enabling environment providing a wide range of fun, playful and engaging experiences, whilst promoting creativity, imagination, inquisitiveness and curiosity to enable problem solving, with individual and groups of children. (S5, B7)</p>	
<p><b>LD4</b> Demonstrates animated and expressive play through practice that is flexible, responsive, sensitive, and respectful, altering their practice to engage in authentic and quality interactions with the child or children. (S6, B4, B8)</p>	
<p><b>LD5</b> Demonstrates how to support and promote all children's speech, language and communication development, including determining and adapting appropriate responses and interventions. (S8)</p>	<p><b>LD8</b> Critically appraises how the support of children's speech, language and communication development is promoting a language and interactive rich environment for all. (S8)</p>
<p style="text-align: center;"><b>Amplification and guidance</b></p>	
<p><b>Responsive approach</b> – children are provided the opportunity to engage in learning experiences that they have initiated.</p> <p><b>Play opportunities</b> – can improve a child's cognitive, physical, social and emotional wellbeing.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>• drawing</li> <li>• dressing up</li> <li>• hopscotch</li> <li>• climbing</li> <li>• creative arts and crafts</li> <li>• building and construction play</li> </ul> <p><b>Frameworks, theory and strategies</b> – could include:</p> <ul style="list-style-type: none"> <li>• frameworks such as: <ul style="list-style-type: none"> <li>○ Early Years Foundation Stage (EYFS) 2023</li> <li>○ Birth to 5</li> <li>○ Development matters</li> </ul> </li> </ul>	



- theories such as:
  - Jean Piaget's cognitive development theory
  - Lev Vygotsky's social development theory
  - Erik Erikson's psychosocial development
  - Maria Montessori's educational approach
  - John Bowlby's attachment theory
- strategies such as:
  - Play based learning
  - Curiosity approach
  - Child-centred teaching
  - Forest School
  - Sensory learning
  - Literacy rich environment
  - Positive reinforcement, this can be linked and cross referenced with current and contemporary schools of thought

Leaderful practice		
Knowledge	Skills	Behaviours
<b>K17:</b> Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.	<b>S10:</b> Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children. <b>S14:</b> Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities. <b>S15:</b> Use current and contemporary knowledge, research, theories and approaches to develop,	<b>B2:</b> Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues. <b>B5:</b> Positive and proactive member of the team, being assertive and exercising diplomacy.

	<p>enhance and articulate their own pedagogical approach and practice.</p> <p><b>S20:</b> Identify and act upon own responsibilities in relation to health and safety, prevention and control of infection, carrying out risk assessments and risk management processes in line with policies and procedures.</p> <p><b>S22:</b> Be a leaderful practitioner to support, mentor, coach, train and guide colleagues in a range of settings, providing inspiration and motivation to engage others to develop their practice.</p>	
Pass criteria		Distinction criteria
<b>LP1</b> Demonstrates a leaderful approach within practice influenced by current theoretical perspectives and approaches. Inspires, motivates and coaches colleagues by modelling innovative and aspirational practice to support and engage others to develop their practice. (K17, S22, B2)		<p><b>LP6</b> Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others. (K17, S22)</p> <p><b>LP7</b> Justifies the reasons for all decision making and its impact on practice and provision when deploying practitioners and resources to enhance the learning environment. Takes responsibility for supporting the key person in planning future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (S10, S14, B2)</p>
<b>LP2</b> Deploys staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children throughout. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy. (B5, S10)		
<b>LP3</b> Co-ordinates an effective and robust key person system to support children's development. (S14)		
<b>LP4</b> Demonstrates current and contemporary influences on their pedagogical approach and practice. (S15)		<b>LP8</b> Demonstrates a clearly defined pedagogical approach, justifying and evaluating the influences on their approach and understanding. (S15)

<b>LP5</b> Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures including leading, modelling, and evaluating within practice. (S20)	<b>LP9</b> Demonstrates a comprehensive and robust understanding of legislation and guidance regarding health and safety and how this is implemented both within the setting and their own practice, including contributing to the development and dissemination of procedures. (S20)
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Professional discussion underpinned by a portfolio of evidence		
Effective implementation of legislation and guidance		
Knowledge	Skills	Behaviours
<p><b>K5:</b> Local and national child protection and safeguarding policies and procedures in practice, identifying when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of serious case reviews.</p> <p><b>K16:</b> How to promote inclusion, equality and diversity in the sector and why it is essential.</p> <p><b>K20:</b> The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts.</p> <p><b>K21:</b> Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.</p>	<p><b>S11:</b> Advocate for the child, cultivating professional partnerships with parents/carers and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs.</p> <p><b>S25:</b> Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding.</p> <p><b>S26:</b> Explore and understand, challenge and question; knowing when to act to safeguard and protect children.</p>	<p><b>B1:</b> Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.</p>

Pass criteria	Distinction criteria
<b>EILG1</b> Explains the role of the designated lead for safeguarding and assimilating findings of serious case reviews. Explains current legislation and guidance and how this is implemented through policy and procedure. Outlines their own responsibilities, knowing when to question and challenge others, including their own professional curiosity, regarding safeguarding and protecting children. (K5, S25, S26)	<b>EILG6</b> Evaluates and justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K5, S25, S26)
<b>EILG2</b> Explains and justifies the strategies they have used when collaborating with parents and stakeholders. (K21)	<b>EILG7</b> Evaluates the impact of strategies to cultivate professional partnerships with parents, carers and other professionals. (K21)
<b>EILG3</b> Understands their responsibilities as an advocate for the child within all collaborative relationships and remaining mindful of the importance of this role particularly when challenging others to work in the best interests of the child. (S11)	<b>EILG8</b> Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)
<b>EILG4</b> Explains the importance and impact of an inclusion, equality, and diversity policy and how to embed consistent and impartial strategies, that value equality in leaderful practice, within professional boundaries. (K16, B1)	<b>EILG9</b> Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K16, B1)
<b>EILG5</b> Explains the current and relevant <b>policy, statutory guidance and legal requirements</b> appropriate to the sector. (K20)	<b>EILG10</b> Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)
Amplification and guidance	
<b>Policy, statutory guidance and legal requirements</b> – could include: <ul style="list-style-type: none"> <li>• policies such as: <ul style="list-style-type: none"> <li>○ Health and safety</li> <li>○ Child protection and safeguarding</li> <li>○ Staffing requirements</li> <li>○ GDPR</li> <li>○ Risk assessments</li> <li>○ Inclusion</li> <li>○ Equal opportunities</li> </ul> </li> </ul>	

- Curriculum requirements and how they will be delivered
- Food policies
- OFSTED registration
- statutory guidance sets out the 7 areas of learning and development in line with the EYFS. The children should be supported to achieve these 7 areas. The guidance also sets out the staff qualifications, ratios and training. All childcare provision must follow the guidance to ensure the quality of education meets the standards set.
- the 7 areas of learning include:
  - communication and language
  - physical development
  - personal, social and emotional development
  - literacy
  - mathematics
  - understanding the world
  - expressive arts and design

Effective promotion of development, health and wellbeing		
Knowledge	Skills	Behaviours
<p><b>K6:</b> Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences.</p> <p><b>K12:</b> Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.</p>	<p><b>S18:</b> Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity.</p> <p><b>S19:</b> Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.</p>	

Pass criteria	Distinction criteria
<b>DHW1</b> Explains theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K6)	<b>DHW5</b> Analyses the impact of strategies on children's current and long-term development and health and how the sensitive and responsive support can improve key issues such as mental health, agency, autonomy and engagement with learning. (K6)
<b>DHW2</b> Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)	<b>DHW6</b> Evaluates current and contemporary approaches to emergent literacy and numeracy. (K12)
<b>DHW3</b> Describes how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children. (S18)	<b>DHW7</b> Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)
<b>DHW4</b> Explains how they develop, model, and implement the range of strategies they utilise to understand the <b>holistic needs</b> of children within the setting. (S19)	<b>DHW8</b> Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children. (S19)
Amplification and guidance	
<p><b>Holistic needs</b> – holistic needs of children could include:</p> <ul style="list-style-type: none"> <li>• physical needs</li> <li>• social needs</li> <li>• emotional needs</li> <li>• cognitive needs</li> </ul> <p>These can be achieved holistically by providing a well-rounded educational setting, a rich learning environment which stimulates the basic needs of the child and ensuring the environment is age appropriate and enabling.</p>	

Continual professional development		
Knowledge	Skills	Behaviours
<b>K18:</b> Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.	<b>S16:</b> Use reflection to develop themselves both professionally and personally to enhance their practice.	<b>B6:</b> Reflective practitioner. <b>B9:</b> Receptive and open to challenge and constructive criticism.
Pass criteria		Distinction criteria
<b>CPD1</b> Recognises and analyses the impact of reflection and becoming a reflective practitioner on their continuing professional development and enhancing practice including evidence of reflection on change, research, and theoretical approaches. (K18)		<b>CPD3</b> Critically analyses the impact reflective practice has had on their effectiveness as a lead practitioner, and explains a range of reflective experiences using challenge and constructive criticism to enhance their professional competence. (K18, S16, B6, B9)
<b>CPD2</b> Describes opportunities they have taken to reflect on their development both professionally and personally, that provided challenges, and allowed the practitioner to act upon constructive criticism. (S16, B6, B9)		

Administrative		
Knowledge	Skills	Behaviours
<b>K19:</b> How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.	<b>S21:</b> Ensure the security and confidentiality of data, records and information in line with current legislation.	
Pass criteria		Distinction criteria
<b>A1</b> Explains the current administration and records systems they use and how they share oral and written information in line with the security and confidentiality policy, and <b>current legislation</b> . (K19, S21)		
Amplification and guidance		
<b>Current legislation</b> – could include: <ul style="list-style-type: none"> <li>• GDPR</li> <li>• The Children Act 1989</li> <li>• Confidentiality policy, informed by legislation</li> </ul>		



## Case study with report and presentation with questioning

### Child development

Knowledge	Skills	Behaviours
<p><b>K2</b> How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future.</p> <p><b>K3</b> Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years.</p> <p><b>K7</b> Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach.</p> <p><b>K8</b> The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation.</p>	<p><b>S1</b> Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development.</p> <p><b>S12</b> Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.</p>	
Pass criteria		Distinction criteria
<p><b>CD1</b> Analyses and applies to practice, <b>theoretical stances</b> with regards to all areas of development, factors that impact upon health, wellbeing and <b>early learning</b>, and how individual learning can be affected by these factors for children from conception to the age of 8. (K2, K3, S1)</p> <p><b>CD2</b> Demonstrates how they consider <b>social cultural context</b>, and the influence of parents, families, carers and the family situation on the learning and development of the child.</p>		<p><b>CD5</b> Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice. (K2, K3, S1)</p> <p><b>CD6</b> Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice. (S12)</p>

<p><b>CD3</b> Demonstrates how they have developed an effective and collaborative partnership with parents and carers of the child/children and how that partnership has enabled a greater understanding of the child/children leading to enhanced opportunities. (S12)</p> <p><b>CD4</b> Explains <b>theories of attachment</b> that promote effective relationships between staff and children. (K7)</p>	
Amplification and guidance	
<p><b>Theoretical stances</b> – these include theories such as:</p> <ul style="list-style-type: none"> <li>• maturational</li> <li>• constructivist</li> <li>• behavioural</li> <li>• psychoanalytic</li> <li>• ecological</li> <li>• social learning theory</li> <li>• multiple intelligence theory</li> </ul> <p>Each of these theories offer interpretations on the meaning of children’s development and behaviour.</p> <p><b>Early learning</b> – these are programmes on education and care. These programmes promote and cover development in the social, emotional, language, literacy, cognitive and physical development areas.</p> <p><b>Types of attachment</b> – could include:</p> <ul style="list-style-type: none"> <li>• secure</li> <li>• anxious-ambivalent</li> <li>• disorganised</li> <li>• avoidant</li> </ul> <p><b>Attachment theorists</b> who explain reasons for attachments could include:</p> <ul style="list-style-type: none"> <li>• John Bowlby</li> <li>• Mary Ainsworth</li> </ul>	

- Erik Erikson
- Albert Bandura

**Social cultural context** – the physical, social, cultural, economic and historical circumstances in which children grow up.

Observation and assessment planning		
Knowledge	Skills	Behaviours
<p><b>K9</b> The importance of play and the theoretical perspectives of play and its impact on a child's learning and development.</p> <p><b>K10</b> How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning.</p> <p><b>K13</b> How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development.</p>	<p><b>S9</b> Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences.</p> <p><b>S13</b> Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs.</p>	
Pass criteria		Distinction criteria
<p><b>OA1</b> Uses <b>theoretical knowledge of the importance of play</b>, demonstrating the support strategies for children to engage in through a variety of learning contexts and supporting confidence with social experiences. (K9, S9)</p> <p><b>OA2</b> Explains how children's creativity and curiosity is encouraged and how this benefits learning. (K10)</p> <p><b>OA3</b> Evaluates and shows how <b>planning cycles</b> and formative and summative assessments for child/children have informed and improved</p>		<p><b>OA4</b> Justifies, through critical analysis of theoretical perspectives, their choice of <b>intervention strategies</b> to create play, learning and development and social experiences for child/children. (K9, S9)</p> <p><b>OA5</b> Critically analyses approaches to promoting creativity and curiosity and justifies <b>practice decisions</b> in line with theoretical knowledge. (K10)</p>

practice in relation to needs-based assessment and early intervention. (K13, S13)

### Amplification and guidance

**Theoretical knowledge of the importance of play** – play improves cognitive, physical social and emotional wellbeing.

Theorists include:

- Maria Montessori
- Susan Isaacs
- Friedrich Froebel
- Lev Vygotsky
- Jean Piaget

**Planning cycles** – process of professional observation and evaluation to develop high quality educational programmes for children. The cycle of observations and assessments which is fed back into playing and children's next steps.

**Intervention strategies** – help with any developmental delays that children may experience.

Examples include:

- home visiting programmes
- school-based programmes
- mentoring schemes
- speech and language therapy
- parent and child interaction therapy
- social skills

**Practice decisions** – ensuring that all children get maximum benefits from their experiences within an early years setting. Supporting children's play, development and learning. Providing interventions when necessary and creating an inclusive environment by meeting the children's individual needs and learning styles.

Reflective practice		
Knowledge	Skills	Behaviours
<p><b>K11</b> A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.</p> <p><b>K15</b> The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.</p>		
Pass criteria		Distinction criteria
<p><b>RP1</b> Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)</p> <p><b>RP2</b> Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)</p>		<p><b>RP3</b> Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)</p> <p><b>RP4</b> Facilitates an <b>enabling environment</b> through application of theoretical knowledge. (K15)</p>
Amplification and guidance		
<p><b>Enabling environment</b> – a space where risks are minimised and well managed, and children are protected from harm and abuse. It is nurturing and facilitates a sense of belonging.</p>		

[Click here to return to contents](#)

## Assessment summary

The end-point assessment for the Early Years Lead Practitioner apprenticeship standard is made up of **3 components**:

1. A **60-minute (+/-10%)** observation followed by a **30-minute (+/-10%)** questioning session. A minimum of **7 questions** will be asked during the questioning session.
2. A professional discussion underpinned by a portfolio of evidence of approximately **60-minute (+/-10%)** duration. A minimum of **6 questions** will be asked during the discussion.
3. A **4,000-word** case study with a report to be completed over a **12-week** period, and a **20-minute** presentation with a **20-minute** questioning session **(+/-10%)**. A minimum of **4 questions** will be asked in the questioning session.

As an employer/training provider, you should agree a plan and schedule with the apprentice to ensure all assessment components can be completed effectively.

Each component of the end-point assessment will be assessed against the appropriate criteria laid out in this kit. The grade will be determined using the combined grades from each of the equally weighted assessment components.

### Observation with questions

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All assessment methods are weighted equally.

- To achieve a **pass**, apprentices must achieve **all** pass criteria
- To achieve a **distinction**, apprentices must also achieve **all** distinction criteria

The observation can take place in a location such as the employer's premises, other workplace or detached and outreach locations.

### Professional discussion underpinned by a portfolio of evidence

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All assessment methods are weighted equally.

- To achieve a **pass**, apprentices must achieve **all** pass criteria
- To achieve a **distinction**, apprentices must also achieve **all** distinction criteria

The professional discussion should be conducted in a suitable location but may be conducted using technology such as video conferencing, as long as fair assessment conditions can be maintained.

## Case study with report and presentation with questioning

The case study with report and presentation with questioning is weighted equally with the observation and professional discussion.

- To achieve a **pass**, apprentices must achieve **all** pass criteria
- To achieve a **distinction**, apprentices must achieve **all** distinction criteria

The case study with report and presentation should be conducted in a suitable location such as an employer's or training provider's premises.

## Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method. The overall grade for the apprentice is determined using the matrix below.

Observation with questions	Professional discussion underpinned by portfolio	Case study with report, presentation and questioning	Overall grade
Fail	Any grade	Any grade	Fail
Any grade	Fail	Any grade	Fail
Any grade	Any grade	Fail	Fail
Pass	Pass	Pass	Pass
Distinction	Pass	Pass	Pass
Pass	Distinction	Pass	Pass
Pass	Pass	Distinction	Pass
Pass	Distinction	Distinction	Merit
Distinction	Pass	Distinction	Merit
Distinction	Distinction	Pass	Merit
Distinction	Distinction	Distinction	Distinction

Apprentices must achieve at least a **pass** in **all** assessment methods to achieve a minimum **pass** overall. Apprentices who achieve a **distinction** in **1** assessment and a **pass** in the **2** others will be awarded an overall **pass**. Should apprentices score **distinctions** in **2** assessment methods, but a **pass** in another they will achieve a **merit** overall. A **distinction** must be awarded in **all** 3 assessments to achieve an overall **distinction**.

## Resit and retake information

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If an apprentice fails an end-point assessment method, it is the apprentice's employer who will need to agree whether the apprentice will attempt a resit or retake. If a resit is chosen, please call the Highfield scheduling team to arrange the resit. If a retake is chosen, the apprentice will require a period of further learning and will need to complete a retake checklist. Once this is completed, please call the Highfield scheduling team to arrange the retake.

The decision on how much time is required is based on a discussion between the apprentice's employer and Highfield. A resit is typically taken within **2 months** of the EPA outcome notification. The timescale for a retake is dependent on how much retraining is required and is typically taken within **4 months** of the EPA outcome notification. All assessment methods must be taken within a **6-month** period, otherwise the entire EPA will need to be resat or retaken.

Apprentices will **not** need to complete a different case study where a resit or retake is required but will need to revise their existing project report and/or presentation. Apprentices will be asked different questions in the case of a resit or retake.

When undertaking a resit or retake, the assessment method(s) will need to be re-attempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA report will contain feedback on areas for development and resit or retake guidance.

Apprentices who achieve a pass grade for an individual assessment method or a pass grade overall cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum grade of a pass, unless there are exceptional circumstances requiring a resit or retake, as determined by Highfield.

[Click here to return to contents](#)



## Assessing the observation with questions

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The observation is a holistic assessment method and involves the end-point assessor observing and questioning the apprentice undertaking their normal duties in the workplace. This allows the apprentice to demonstrate their knowledge, skills and behaviours through naturally occurring evidence, such as engaging with colleagues and with parents or guardians. This also ensures that all safety, security and confidentiality permissions are managed appropriately.

The observation will take place in a real workplace setting and last for **90 minutes** (+**10%** to complete a task or respond to a question) in total.

The total assessment time for the observation is:

- **60 minutes** for the observation
- **30 minutes** for the questions

There will be a minimum of **7 questions** asked by the end-point assessor following the observation. These will provide the apprentice with the opportunity to confirm their understanding of what they demonstrated in the observation and the relevant knowledge, skills and behaviour. As only naturally occurring work is observed, any knowledge, skills and behaviours that the apprentice did not have the opportunity to demonstrate can be assessed via questioning, although these questions will be minimal. Follow-up questions will also be asked to gain further clarification and to provide the apprentice maximum opportunity to achieve all assessment criteria.

Apprentices will be provided with information on the format of the observation, including timescales they will be working towards before the observation begins and will **not** be inclusive of the overall **90-minute** assessment time.

Simulation is **not** permitted, as the Early Years Lead Practitioner is a practical role, best demonstrated through the completion of real work tasks.

Where direct observation is not possible due to restrictions imposed by the venue, such as specific health settings and security, the observation may be recorded when the observation session plan is approved post-Gateway. The video will be viewed on site by the end-point assessor and the apprentice. This will allow the questioning session to take place afterwards.

Video recordings of the observation should **not** leave the employer's premises.

Highfield would encourage the employer/training provider and the apprentice to plan for the observation by familiarising themselves with the knowledge, skills and behaviour criteria that will be assessed and reflect on their experience in an Early Years Lead Practitioner role.

## Session plan

The apprentice must prepare a session plan, which will include risk assessments prior to the observation and that outline the following:

- **what** opportunities and experiences will be supported
  - outline of learning focus
- **who** is involved
  - the number of children/children's profiles/parents/guardians/colleagues
- **why** these areas of focus for learning have been selected
  - how it provides the apprentice the opportunity to provide coverage of the KSBs
- **when** it will occur
  - scheduled date/time
- **how** the session will be supported
  - the probable skills and approaches that the apprentice will use to support and extend the children's learning
- **where** it will begin
  - indoors/outdoors

The session plan must be **no more** than **2** sides of A4 in size 12 font. The apprentice must provide the end-point assessor with a copy of the session plan **1 hour** before the observation begins. The session plan is **not** marked, but the end-point assessor may use it as a basis for questions at the end of the observation. In the questioning component the end-point assessor will ask questions about the planning process. An Observation Session Plan form is available to download from the Highfield website.

The apprentice **must** ensure they have parental or guardian consent for any child wanting to take part in the observation, and this consent **must** be provided to Highfield **2 weeks** before the observation is due to take place. The apprentice will make it clear to the parents or guardians the purposes of the observation and where any notes relating to the observation will be stored, as well as explaining that there will be **no** recorded information that would enable identification of any children taking part in the observation, with the exception of the apprentice.

The following activities **must** be carried out by the apprentice during the observation:

- interacting with a group of children through an opportunity or experience for learning based on the session plan
- leading or supervising colleagues during this session
- communicating with parents or guardians of the children under their supervision

Although the nature of the setting, the location, number of children and age ranges will vary from employer to employer, observed sessions could be:

- in a woodland area
- working within messy play

- working with pre-school children

Children **must** be given the opportunity to withdraw from a session of assessed practice. If all children withdraw from the observation, the apprentice is expected to encourage the children to engage in an alternative opportunity or experience. If this requires the session to be rearranged, this opportunity will **not** be viewed as a resit/retake.

The performance observed and the responses given to the subsequent questions will be holistically assessed.

### **Grading the observation with questions**

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under observation with questions criteria).

In order to achieve a **pass**, apprentices must meet **all** of the pass criteria.

In order to achieve a **distinction**, apprentices must meet all of the pass **and** distinction criteria.

### **Before the assessment**

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which Early Years Lead Practitioner criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme 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 on-programme experience as preparation for this assessment

## Observation with questions mock assessment

It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questions in advance of the end-point assessment with the training provider/employer giving feedback on any areas for improvement.

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

- the mock observation with questions should take place in a suitable location.
- a mock observation session plan should be completed and given to the employer/training provider **1 hour** before the mock observation is due to take place. This can be downloaded from the Highfield website.
- a **90-minute** (+10%) time slot should be available for the observation with questions, if it is intended to be a complete mock observation covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation and questions 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 observation 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 **7 structured 'open' questions** that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. This could include questions on the planning aspect of the session. For example:
  - Explain how, within your session, you ensured that the observation was inclusive for every child
  - Describe how, within your session, you ensured your plans fully reflected the individual development needs of the child/children
  - Explain how you supported children's speech development
  - Explain how you supported a child's key person within the setting
  - Explain how you carried out physical care routines for individual children
  - Explain how you exercise diplomacy in your daily role

Questions may also be asked relating to any criteria that the apprentice did not have the opportunity to demonstrate for example:

- Describe how you would support a child who is experiencing a family breakdown

## Assessing the observation with questions criteria

The unique child	
To pass, the following must be evidenced	To gain a distinction
<b>TUC1</b> Advocates to ensure the child's voice is always heard, respected and acted upon in their best interest, demonstrating a clear understanding of an inclusive and ethical approach to practice which is responsive and respectful to the individual child and takes account of the social and cultural context. Demonstrates how they continuously evaluate the quality of the childcare environment. (K1, S2, S24)	<b>TUC5</b> Demonstrates how their practice challenges both explicit and implicit discrimination, and actively supports children to advocate for themselves, by developing a sense of agency, autonomy, and the skills to impact their world. (K1, S2, S24)
<b>TUC2</b> Demonstrates respectful and nurturing care through current and contemporary schools of thought when planning and undertaking theoretically sound physical routines for individual children. Acts in a way that is person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities. (K4, S17, B3)	<b>TUC6</b> Critically evaluates all systems including transitions and develop processes, accounting for all children's and families' needs. (K14, S4)
<b>TUC3</b> Responds to a child's individual needs and circumstances, through planning that reflects the child's need for consistent care as well as being able to adapt to the child's and families' needs during change, including transitions. Responds to a child's needs by being consistent in the planning and provision needed for their individual care and development. (K14, S4)	<b>TUC7</b> Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome. (S23)
<b>TUC4</b> Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations. (S23)	

Learning and development	
To pass, the following must be evidenced	To gain a distinction
<b>LD1</b> Applies a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking. (S7)	<b>LD6</b> Applies and justifies their approach to using frameworks, theory and strategies to both ongoing assessment systems and within daily playful interactions with individual children. (S3, S7)
<b>LD2</b> Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum. (S3)	<b>LD7</b> Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations.

<b>LD3</b> Co-ordinates an exciting, and enabling environment providing a wide range of fun, playful and engaging experiences, whilst promoting creativity, imagination, inquisitiveness and curiosity to enable problem solving, with individual and groups of children. (S5, B7)	<b>LD8</b> Critically appraises how the support of children's speech, language and communication development is promoting a language and interactive rich environment for all. (S8)
<b>LD4</b> Demonstrates animated and expressive play through practice that is flexible, responsive, sensitive, and respectful, altering their practice to engage in authentic and quality interactions with the child or children. (S6, B4, B8)	
<b>LD5</b> Demonstrates how to support and promote all children's speech, language and communication development, including determining and adapting appropriate responses and interventions. (S8)	

Leaderful practice	
To pass, the following must be evidenced	To gain a distinction
<b>LP1</b> Demonstrates a leaderful approach within practice influenced by current theoretical perspectives and approaches. Inspires, motivates and coaches colleagues by modelling innovative and aspirational practice to support and engage others to develop their practice. (K17, S22, B2)	<b>LP6</b> Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others. (K17, S22)
<b>LP2</b> Deploys staff in a way that matches the learning environment, whilst prioritising the safety and wellbeing of all children throughout. Acts as a positive and proactive member of the team, exercising assertiveness and diplomacy. (B5, S10)	<b>LP7</b> Justifies the reasons for all decision making and its impact on practice and provision when deploying practitioners and resources to enhance the learning environment. Takes responsibility for supporting the key person in planning future learning possibilities whilst modelling innovative and aspirational practice to colleagues. (S10, S14, B2)
<b>LP3</b> Co-ordinates an effective and robust key person system to support children's development. (S14)	<b>LP8</b> Demonstrates a clearly defined pedagogical approach, justifying and evaluating the influences on their approach and understanding. (S15)
<b>LP4</b> Demonstrates current and contemporary influences on their pedagogical approach and practice. (S15)	<b>LP9</b> Demonstrates a comprehensive and robust understanding of legislation and guidance regarding health and safety and how this is implemented both within the setting and their own practice, including contributing to the development and dissemination of procedures. (S20)
<b>LP5</b> Implements health and safety practices in line with own responsibilities and in accordance with policies and procedures including leading, modelling, and evaluating within practice. (S20)	

[Click here to return to contents](#)

## Assessing the professional discussion underpinned by a portfolio of evidence

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The professional discussion will be structured to cover the knowledge, skills and behaviours (KSBs) appropriate for this assessment method and draw out the best of the apprentice's competence. The professional discussion will be a 2-way conversation and led by the apprentice to provide an opportunity to make detailed and proactive contributions to show their competency across the KSBs mapped to this assessment method. Questions will be based on the content of the portfolio of evidence. Apprentices will be required to refer to their portfolio to inform their responses.

The discussion should last for **60 minutes**. The end-point assessor has the discretion to increase the time by **10%** and this is only to allow the apprentice to complete their last answer. There will be a minimum of **6 questions** asked during the assessment and follow-up questions may be asked for clarification.

Employers and training providers will be allowed to be present during the assessment. However, in the interests of standardisation, they will **not** be permitted to ask questions or contribute to the assessment process. They may assist by allowing support in contextualising or using terminology that the apprentice better understands. The apprentice and the end-point assessor will have access to their own copies of the portfolio throughout the professional discussions and both can refer to it as needed.

The professional discussion can take place in any of the following locations:

- employer's premises
- remotely with the agreement of the apprentice and the employer
- a suitable venue selected by Highfield, for example the training providers premises
- video conferencing

Video conferencing can also be used to conduct the professional discussion. Highfield will have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

### Grading the professional discussion

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under professional discussion criteria).

In order to achieve a **pass**, apprentices must meet **all** of the pass criteria.

In order to achieve a **distinction**, apprentices must meet all of the pass **and** distinction criteria.

### **Before the assessment**

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which criteria will be assessed (outlined on the following pages)
- encourage the apprentice to reflect on their experience and learning on-programme to understand what is required to meet the standard
- be prepared to provide clarification to the apprentice, and signpost them to relevant parts of their on-programme experience as preparation for this assessment

## **Professional discussion underpinned by a portfolio of evidence mock assessment**

It is the employer/training provider's responsibility to prepare apprentices for their end-point 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 **60-minute (+10%)** time slot should be available to complete the professional discussion, if it is intended to be a complete professional discussion covering all relevant standards. However, this time may be split up to allow for progressive learning.
- 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 **6 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:
  - Explain how you would promote inclusion in the setting
  - Explain how you would ensure the security of data is maintained within the setting
  - Explain how you would maintain accurate records for the purpose of sharing information effectively
  - Explain how you would monitor the use of synthetic phonics
  - Describe what strategies you would enforce to ensure collaborative working with parents
  - Explain how you can make sure to be impartial in your professional boundaries

Follow up questions should also be asked for clarification purposes and to allow the apprentice the opportunity to demonstrate competence in all areas of the standard that are assessed in this assessment method.

## Professional discussion underpinned by a portfolio of evidence criteria

Effective implementation of legislation and guidance	
To pass, the following must be evidenced	To gain a distinction
<b>EILG1</b> Explains the role of the designated lead for safeguarding and assimilating findings of serious case reviews. Explains current legislation and guidance and how this is implemented through policy and procedure. Outlines their own responsibilities, knowing when to question and challenge others, including their own professional curiosity, regarding safeguarding and protecting children. (K5, S25, S26)	<b>EILG6</b> Evaluates and justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K5, S25, S26)
<b>EILG2</b> Explains and justifies the strategies they have used when collaborating with parents and stakeholders. (K21)	<b>EILG7</b> Evaluates the impact of strategies to cultivate professional partnerships with parents, carers and other professionals. (K21)
<b>EILG3</b> Understands their responsibilities as an advocate for the child within all collaborative relationships and remaining mindful of the importance of this role particularly when challenging others to work in the best interests of the child. (S11)	<b>EILG8</b> Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)
<b>EILG4</b> Explains the importance and impact of an inclusion, equality, and diversity policy and how to embed consistent and impartial strategies, that value equality in leaderful practice, within professional boundaries. (K16, B1)	<b>EILG9</b> Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K16, B1)
<b>EILG5</b> Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)	<b>EILG10</b> Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)

Effective promotion of development, health and wellbeing	
To pass, the following must be evidenced	To gain a distinction
<b>DHW1</b> Explains theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K6)	<b>DHW5</b> Analyses the impact of strategies on children's current and long-term development and health and how the sensitive and responsive support can improve key issues such as mental health, agency, autonomy and engagement with

Effective promotion of development, health and wellbeing	
To pass, the following must be evidenced	To gain a distinction
	learning. (K6)
<b>DHW2</b> Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)	<b>DHW6</b> Evaluates current and contemporary approaches to emergent literacy and numeracy. (K12)
<b>DHW3</b> Describes how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle and the benefits it has on the children. (S18)	<b>DHW7</b> Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)
<b>DHW4</b> Explains how they develop, model, and implement the range of strategies they utilise to understand the holistic needs of children within the setting. (S19)	<b>DHW8</b> Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children. (S19)

Continual professional development	
To pass, the following must be evidenced	To gain a distinction
<b>CPD1</b> Recognises and analyses the impact of reflection and becoming a reflective practitioner on their continuing professional development and enhancing practice including evidence of reflection on change, research, and theoretical approaches. (K18)	<b>CPD3</b> Critically analyses the impact reflective practice has had on their effectiveness as a lead practitioner, and explains a range of reflective experiences using challenge and constructive criticism to enhance their professional competence. (K18, S16, B6, B9)
<b>CPD2</b> Describes opportunities they have taken to reflect on their development both professionally and personally, that provided challenges, and allowed the practitioner to act upon constructive criticism. (S16, B6, B9)	

Administrative	
To pass, the following must be evidenced	To gain a distinction
<b>A1</b> Explains the current administration and records systems they use and how they share oral and written information in line with the security and confidentiality policy, and current legislation. (K19, S21)	

[Click here to return to contents](#)

## Assessing the case study with report and presentation with questioning

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There are **2** components to this assessment method. A case study with a report followed by a presentation with questioning.

### Case study with report

The first component is made up of the case study with report and starts after the apprentice has gone through gateway and their proposal has been approved. The case study with report should be completed within **12 weeks**. During this time the apprentice will conduct a series of observations of a child or group of children over a period of **6 weeks**, which will enable them to produce their case study report. The report may be based upon the learning needs of the child or group of children, which could include:

- an element of practice that has been observed and is seen to be affecting the child or group of children's learning and development
- evidence of how the apprentice has used reflective practice to create change and improve practice
- detailed analysis of the child or group of children's learning and development, including observations, assessment and further planning to evidence effective use of a planning cycle
- a reflection of implications for future practice for the child or group of children, the practitioner and the setting

The apprentice should also show how they have supported, extended and enhanced the child or group of children's opportunities and experiences in response to their learning needs.

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

The report has a maximum word limit of **4,000** words (+/- **10%**) including tables, graphs and figures. References and annexes will **not** be included in this total. End-point assessors will only mark reports up to **4,400** words, at which point, the end-point assessor will stop marking and only credit the criteria covered to that point. Reports that fall short of the word count will be marked in full, against all criteria. The end-point assessor will review and assess the project report in advance of the presentation with questioning.

The case study report will include:

- **an executive summary** of the main points in the report
- **an introduction** outlining the purpose for the report
- **the scope** of the study (including key performance indicators) detailing the extent of any findings from the observations undertaken
- **objectives** the apprentice wants to achieve by the end of the case study
- **case study plan** to define the **overall design** of the case study
- how the **outcomes** will be achieved

- **tables, graphs and figures** on key findings
- comment on the **validity** of the methods, of analysis, data interpretation and data presentation used
- **resources required** such as background information and ages of the children involved
- **proposed implementation plan** including communications and stakeholder plans
- advise on whether an **alternative approach** should be considered
- advise on whether it could be completed in a more **cost or time efficient** manner
- **recommendations and conclusions**

A completed **case study matrix** must also be submitted alongside the case study showing how all of the KSBs that are assessed within this method are demonstrated.

The report should be submitted to Highfield **12 weeks** after gateway and the apprentice and the employer should verify, with the use of the written submission sheet provided on the Highfield website, that the case study report is the apprentice's own work. The case study should be completed by the apprentice, unaided.

## Presentation

The second component is made up of a **20-minute** presentation where the apprentice will prepare and deliver a presentation to the end-point assessor that covers the knowledge, skills and behaviours assigned to this assessment method along with the case study report. The presentation can be delivered either face-to-face, in a quiet room free from any distractions or by video conferencing. If video conferencing is chosen Highfield will have processes in place to make sure there is no misrepresentation or that the apprentice is being aided in any way.

The presentation will allow the apprentice to provide further clarity around the case study report. The apprentice will have access to their case study report, a copy of their presentation, and notes.

The content of the presentation will be completed and submitted to Highfield, either in hard or electronic copy, **12 weeks** after gateway along with the case study report. When the presentation is submitted, it should outline any visual aids to be used or other specific equipment required. Once submitted, the apprentice and employer will be given at least **2 weeks'** notice prior to the presentation.

The presentation must be formal in tone and make use of visuals, text and other supporting materials, such as audio, documents and small-scale demonstrations. It is up to the discretion of the apprentice as to how the content for the presentation is made.

## Questioning

There will be a **20-minute** questioning session (+10% to allow the apprentice to complete their last answer) after the presentation has taken place, where a minimum of **4 questions** will be asked. This is so the end-point assessor can assess the depth and breadth of understanding of the presentation and for further clarification on the relevant knowledge, skills and behaviours.

### Grading the case study with report and presentation with questions

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under case study with report and presentation with questions criteria).

In order to achieve a **pass**, apprentices must meet **all** of the pass criteria.

In order to achieve a **distinction**, apprentices must meet **all** of the pass **and** distinction criteria.

### Before the assessment

Employers/training providers should:

- ensure the apprentice knows which Early Years Lead Practitioner standards will be assessed
- give the apprentice the opportunity to conduct a series of observations of a child or group of children over a period of **6 weeks**, to enable them to produce their case study report
- give the apprentice sufficient time to work on their case study and report during the end-point assessment window
- ensure the apprentice knows the date, time and location of the assessment
- encourage the apprentice to reflect on their experience and learning on-programme 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 on-programme experience as preparation for this assessment

## Case study with report and presentation with questioning mock assessment

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

When planning a mock assessment, the employer/training provider should include the following elements:

- a case study report to be submitted based on the learning needs of an individual child or group of children over approximately **six weeks**, which includes how the apprentice has supported, extended and enhanced opportunities and experiences in response to these needs.
- the case study report can be marked against the criteria at the same time as the mock presentation, to ensure the apprentice is meeting the criteria relevant to this component of the assessment method. Make sure the mock case study report includes:
  - **4,000 words** (+/-10%)
  - timeframe of **12 weeks** to complete a mock case study report and presentation
  - **an executive summary**
  - **an introduction**
  - **the scope**
  - **objectives**
  - **case study plan**
  - **outcomes**
  - **tables, graphs and figures**
  - **validity**
  - **resources required**
  - **proposed implementation plan**
  - **alternative approach**
  - **cost or time efficient manner**
  - **recommendations and conclusions**
- mock presentations should be **40 minutes** (+10%), typically with the presentation lasting **20-minutes** followed by **20 minutes** of questioning.
- consider a recording of the mock assessments and allow them to be played back 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.
- allow the apprentice to conduct observations on a child or group of children to enable them to produce a mock case study report.

- ensure apprentices get consent from parents/guardians to use their child/children in an observation.
- the apprentice has included in their report evidence of how they have supported, extended and enhanced the child or group of children's opportunities and experiences.
- mock assessment sheets are available to download from the Highfield Assessment website and may be used for this purpose.
- a minimum of **4, structured 'open' questions** as part of the questioning that do not lead the candidate but allow them to express their knowledge in a calm and comfortable manner. Some examples of this may include the following:
  - Explain how you would support children to engage in a range of learning techniques
  - Describe how you would make use of formative assessments to track children's progress when planning for future learning possibilities
  - Name some factors that can have an impact upon children's health
  - Describe how play would impact children's learning and development



## Case study with report and presentation with questioning criteria

Child development	
To pass, the following must be evidenced	To gain a distinction
<b>CD1</b> Analyses and applies to practice, theoretical stances with regards to all areas of development, factors that impact upon health, wellbeing and early learning, and how individual learning can be affected by these factors for children from conception to the age of 8. (K2, K3, S1)	<b>CD5</b> Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice. (K2, K3, S1)
<b>CD2</b> Demonstrates how they consider social cultural context, and the influence of parents, families, carers and the family situation on the learning and development of the child. (K8)	<b>CD6</b> Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice. (S12)
<b>CD3</b> Demonstrates how they have developed an effective and collaborative partnership with parents and carers of the child/children and how that partnership has enabled a greater understanding of the child/children leading to enhanced opportunities. (S12)	
<b>CD4</b> Explains theories of attachment that promote effective relationships between staff and children. (K7)	

Observation and assessment planning	
To pass, the following must be evidenced	To gain a distinction
<b>OA1</b> Uses theoretical knowledge of the importance of play, demonstrating the support strategies for children to engage in through a variety of learning contexts and supporting confidence with social experiences. (K9, S9)	<b>OA4</b> Justifies, through critical analysis of theoretical perspectives, their choice of intervention strategies to create play, learning and development and social experiences for child/children. (K9, S9)
<b>OA2</b> Explains how children's creativity and curiosity is encouraged and how this benefits learning. (K10)	<b>OA5</b> Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge. (K10)
<b>OA3</b> Evaluates and shows how planning cycles and formative and summative assessments for child/children have informed and improved practice in relation to needs-based assessment and early intervention. (K13, S13)	

Reflective practice	
To pass, the following must be evidenced	To gain a distinction
<b>RP1</b> Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)	<b>RP3</b> Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)
<b>RP2</b> Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)	<b>RP4</b> Facilitates an enabling environment through application of theoretical knowledge. (K15)

[Click here to return to contents](#)