



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

End-Point Assessment Kit



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EPA Kit

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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 end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 5 Early Years Lead Practitioner apprenticeship standard.

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.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- 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

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 for Early Years Educator.

On-programme requirements

Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Early Years Lead Practitioner apprenticeship standard.

The on-programme assessment approach will be agreed between the training provider and employer. The assessment will give an ongoing indication of an apprentice's performance against the final outcomes defined in the standard. The training provider will need to prepare the apprentice for the end-point assessment, including preparation for the observation with questions, professional discussion, case study and collation of the portfolio of evidence (such as a provision of recordings of professional discussions or workplace evidence).

The training programme leading to end-point assessment should cover the breadth and depth of the standard using suggested on-programme assessment methods that integrate the knowledge, skills and behaviour components, and which ensure that the apprentice is sufficiently prepared to undertake the end-point assessment. Training, development and ongoing review activities should include:

- achievement of level 2 English and maths. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- compiling a portfolio of evidence

Portfolio of evidence

The apprentice must compile a portfolio of evidence during their time on-programme that is mapped against the knowledge, skills and behaviours assessed in the professional discussion underpinned by a portfolio of evidence.

It will typically contain **20 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace documentation/records, for example, workplace policies/procedures and records
- witness statements
- annotated photographs
- video clips (maximum total duration of 20-minutes) where the apprentice must be in view and identifiable. At least 2 observations of practice, maximum 20-minutes in total duration, which should be video recorded where possible 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. Video recordings must not leave the employer's premises and can only be viewed on site.

This is not a definitive list and other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio should not include reflective accounts or any methods of self-assessment, except where evidencing S16 and B6. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions.

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 of evidence must be submitted to Highfield at gateway. It is not directly assessed but underpins the professional discussion.

Case study title and scope

A case study 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. The case study may be based on the following:

- the learning needs of an individual child or group of children over approximately 6 weeks and how the practitioner has supported, extended and enhanced their opportunities and experiences in response to these needs. This should 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 will scope out and provide a brief summary of what the project will cover and will submit this to Highfield at the gateway. This should demonstrate that the work based project will provide sufficient opportunity for the KSBs to be met. The brief summary needs to outline:

- the project plan
- research requirements
- overview of time frames, taking into account the deadlines stipulated within this end-point assessment plan

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

The brief summary is not assessed and will typically be **no longer than 500 words**.

A **case study title and scope 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 brief summary and signed declaration **must** be submitted at gateway, alongside either the merged or case study parental consent form. Highfield will then review it and either approve it or provide specific feedback on any adjustments that need to be made. Highfield will sign off the project title in consultation with the employer within 2 weeks of the gateway.

Once the case study title and scope has been approved, after gateway, the apprentice will expand this case study brief summary into a case study report, which **will** be assessed.

Use of artificial intelligence (AI) in the EPA

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

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

The apprentice has materially authored, verified and taken responsibility for the content:

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

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

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Readiness for end-point assessment

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

- the apprentice must have achieved Level 2 English and maths. The requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must submit the **case study title and scope** outlining the project plan, research requirements and an overview of time frames, taking into account the deadlines stipulated within the end-point assessment plan and will typically be no longer than 500 words.
- 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 **mandated** end-assessment window. Further information about the gateway process is covered later in this kit.

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

Order of end-point assessments

There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer with our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment.

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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.

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.

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Gateway

How to prepare for gateway

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 completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved Level 2 English
- Achieved Level 2 maths
- Submitted a portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)
- Submitted a case study scope and title outlining the project plan, research requirements and an overview of time frames

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

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

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. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

Reasonable adjustments

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 complete an identification check before starting any assessment and 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

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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.

The unique child		
Knowledge	Skills	Behaviours
K1 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. K4 Current and contemporary schools of thought to enable respectful and nurturing personal care. K14 Potential effects of transitions and schools of thought on how to successfully support children and their families.	S2 Promote equality of opportunity and anti-discriminatory practice. S4 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. S17 Plan, carry out and guide appropriate physical care routines for individual children. S23 Be confident to identify, action and competently challenge issues and undertake difficult conversations where appropriate. S24 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.	B3: Person centred, friendly and approachable, demonstrating caring, empathetic and respectful qualities.

Observation with questions	
Pass criteria	Distinction criteria
TUC1 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) TUC2 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) TUC3 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) TUC4 Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations. (S23)	TUC5 <i>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)</i> TUC6 <i>Critically evaluates all systems including transitions and develop processes, accounting for all children's and families' needs. (K14, S4)</i> TUC7 <i>Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome. (S23)</i>
Amplification and guidance	
• Current and contemporary schools of thought could include: ○ Gentle Care Approach ○ Developmentally Appropriate Practice	

- Sensory-Informed Care
- Positive Behaviour Support
- Child-Led Care
- Cultural Sensitivity and Respect

- **Transitions** could include:

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

- **Individual development needs and circumstances** could include:

- physical needs
- emotional and social needs
- intellectual needs
- sensory needs
- developmental needs
- cognitive and learning needs
- language and communication needs
- family circumstances
- trauma and adversity
- preferences and interests
- systems to support positive mental well-being

- **Physical care routines** could include:

- nappy changing
- dressing
- toileting
- feeding and mealtimes

- skin and hair
- teeth cleaning
- sleep and rest times

- **Inclusive and ethical approach** could include:

- respect for diversity
- equality - all children should have access to high quality care
- empathy and understanding
- building positive relationships
- diverse representation (books, toys and learning materials)
- anti-bias education (challenge stereotypes, promote empathy and celebrate diversity)
- cultural awareness
- effective communication
- partnership approach
- inclusive and diverse curriculum
- promote emotional literacy
- fair and equal treatment
- advocacy
- community engagement
- ethical decision-making
- continued professional development (CPD)
- role-modelling positive behaviours

- **Social and cultural context** could include:

- parenting styles
- communication and language barriers
- food and nutrition
- family structure
- gender roles
- religious beliefs

- socioeconomic factors
- cultural traditions and practices
- **Quality of the childcare environment** could include:
 - provision
 - enabling environment
 - accessibility to all
 - rich learning experiences
 - clean and safe
 - warm and responsive relationships
 - consistency
 - play-based learning
 - individualised support
 - resources
 - outdoor play
- **Child's 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
 - the voice of the child
- **Communication skills** could include:
 - active listening
 - being clear and concise
 - demonstrating empathy
 - verbal and non-verbal communication
 - assertiveness

- adapting style or approach based on the situation and/or audience
- constructive feedback
- conveying confidence
- being receptive and open-minded
- emotional intelligence

- **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	
Skills	Behaviours
S3 Observe, assess, plan, facilitate and participate in play opportunities which include current curriculum requirements. S5 Provide a dynamic, evolving and enabling environment that reflects the current interests, motivations, and play of individual and groups of children. S6 Encourage all children's participation, ensuring a sensitive, respectful and effective balance within the adult and child dynamic to facilitate play opportunities. S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking. S8 Support and promote children's speech, language and communication development and determining and adapting appropriate responses and interventions.	B4 Authentic and fun, demonstrating playful practice through animated and expressive play and quality interactions with children. B7 Creative and imaginative, demonstrating curiosity and inquisitiveness in order to be resourceful in all areas, including play and problem solving. B8 Flexible and adaptable; responding to children's spontaneous activities.
Observation with questions	
Pass criteria	Distinction criteria
LD1 Applies a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking. (S7) LD2 Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum. (S3) LD3 Co-ordinates an exciting, and enabling environment providing a wide range of fun, playful and engaging experiences, whilst promoting	LD6 <i>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)</i> LD7 <i>Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations. (S5, S6)</i> LD8 <i>Critically appraises how the support of children's speech, language and communication development is promoting a language and interactive rich environment for all. (S8)</i>

creativity, imagination, inquisitiveness and curiosity to enable problem solving, with individual and groups of children. (S5, B7) LD4 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) LD5 Demonstrates how to support and promote all children's speech, language and communication development, including determining and adapting appropriate responses and interventions. (S8)	
Amplification and guidance	
• Play opportunities can improve a child's cognitive, physical, social and emotional well-being. Examples could include: ○ mark making ○ spontaneous play ○ creative arts and crafts ○ building and construction play ○ puzzles ○ outdoor play ○ sharing and turn-taking • Strategies to develop and extend children's learning and thinking could include: ○ observation and assessment ○ child-centred planning ○ differentiation ○ responsive environment ○ positive relationships ○ communication and collaboration ○ culturally responsive practice ○ sustained shared thinking	

- **Support and promote children's speech, language and communication development** could include:
 - opportunities to learn new words
 - children's council or children's voice opportunities
 - buddy systems
 - daily routines and interactions
 - reading stories and sharing books
 - play-based learning

- **Responsive approach** – children are provided the opportunity to engage in learning experiences that they have initiated. It prioritises meeting children's unique needs and interests, fostering positive relationships and supporting holistic development.

- **Co-ordinates an exciting, and enabling environment** could include:
 - providing children with security, comfort, choices, engagement and opportunities
 - learning experiences that encourage movement and activity, foster creativity and imagination, and promote independence and collaboration
 - versatile resources that allow children to engage in and integrate various developmental and learning processes
 - welcoming spaces that are nurturing and supportive
 - skilled practitioners to maximise each child's development and learning potential

- **Frameworks, theory and strategies** could include:
 - frameworks such as:
 - The Early Years Foundation Stage (EYFS)
 - Birth to 5 Matters
 - Development matters
 - 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

- Maslow's Hierarchy of Needs
- 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
K17 Current and contemporary theoretical perspectives and approaches to leadership and how to support others through leaderful practice.	S10 Ensure staff are deployed effectively to suit and enhance the learning environment, prioritising the safety and wellbeing of all children. S14 Take responsibility for supporting the key person in articulating children's progress and planning future learning possibilities. S15 Use current and contemporary knowledge, research, theories and approaches to develop, enhance and articulate their own pedagogical approach and practice. S20 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. S22 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.	B2 Leaderful and motivating through consistent modelling of innovative and aspirational practice to other colleagues. B5 Positive and proactive member of the team, being assertive and exercising diplomacy.

Observation with questions	
Pass criteria	Distinction criteria
LP1 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) LP2 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. (S10, B5) LP3 Co-ordinates an effective and robust key person system to support children's development. (S14) LP4 Demonstrates current and contemporary influences on their pedagogical approach and practice. (S15) LP5 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)	<i>LP6 Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others. (K17, S22)</i> <i>LP7 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)</i> <i>LP8 Demonstrates a clearly defined pedagogical approach, justifying and evaluating the influences on their approach and understanding. (S15)</i> <i>LP9 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)</i>
Amplification and guidance	
• Leaderful approach could include: ○ shared leadership ○ inclusivity and participation ○ flexibility and adaptability	

- mutual trust and respect
- continuous learning and development
- ethical and reflective practice and continuous professional development of staff
- enabling environments
- clear expression or research-informed pedagogical objectives related to the Early Years Foundation Stage (EYFS) framework
- teamwork and leading by example

- **Inspires, motivates and coaches** could include:

- model best practice
- team teaching
- encourage reflective practice
- offer coaching or mentoring
- training and workshops
- communicate vision and set goals
- celebrate success
- share resources
- encourage risk-taking
- provide constructive feedback
- demonstrate passion and commitment
- support emotional well-being

- **Deploys staff in a way that matches the learning environment** could include:

- assesses skills, strengths and expertise
- rotas and adhering to child to staff ratios
- prioritising needs
- peer support and buddy systems

- **Current and contemporary influences on their pedagogical approach and practice** could include:
 - Reggio Emilia
 - Forest schools or outdoor learning
 - Maria Montessori
 - Play-based learning
 - Waldorf education
 - Emergent Curriculum
- **Implements health and safety practices** could include:
 - complete risk assessments
 - provide training and support
 - maintain a safe physical environment
 - promote good health and hygiene practices
 - lead by example
 - working in partnership with other professionals
- **Theory surrounding their leadership** could include:
 - Trait theory
 - Behavioural theory
 - Contingency theory
 - Transformational leadership
 - Transactional leadership
 - Servant leadership

Effective implementation of legislation and guidance

Knowledge	Skills	Behaviours
K5 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. K16 How to promote inclusion, equality and diversity in the sector and why it is essential. K20 The current and relevant policy, statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts. K21 Strategies to effect collaborative approaches to working with parents, professional bodies and multi agencies.	S11 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. S25 Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding. S26 Explore and understand, challenge and question; knowing when to act to safeguard and protect children.	B1 Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries.
Professional discussion underpinned by a portfolio of evidence		
Pass criteria	Distinction criteria	
EILG1 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)	EILG6 <i>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)</i> EILG7 <i>Evaluates the impact of strategies to cultivate professional partnerships with parents, carers and other professionals. (K21)</i>	

EILG2 Explain and justify the strategies they have used when collaborating with parents and stakeholders. (K21) EILG3 Understand 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) EILG4 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) EILG5 Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)	<i>EILG8 Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)</i> <i>EILG9 Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K16, B1)</i> <i>EILG10 Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</i>
Amplification and guidance	
• Designated lead for safeguarding could include: ○ responsibility for safeguarding ○ policy development and implementation ○ training and support for staff ○ following reporting procedures including referrals to the Local Authority Designated Officer (LADO)/police/social work services ○ record-keeping ○ multi-agency partnership working ○ staff supervision, training and support ○ keeping up to date through training and continuous professional development (CPD) ○ complying with safe recruitment procedures • Policy, statutory guidance and legal requirements could include: ○ Working Together to Safeguard Children ○ Keeping Children Safe in Education ○ Children Act	

- Disclosure and Barring Service
- Whistleblowing Policy
- The Early Years Foundation Stage (EYFS) Statutory Framework
- Prevent Duty
- Equality legislation
- Health and safety
- Staffing requirements
- General Data Protection Regulation (GDPR)
- Safeguarding training
- Inclusion
- Curriculum requirements and how they will be delivered
- Food policies
- OFSTED registration

- **Strategies they have used when collaborating** could include:

- central point of contact
- open communication
- meetings and parent workshops
- parental involvement in decision-making
- surveys and feedback
- working with external agencies

- **Responsibilities as an advocate** could include:

- ensuring safety and wellbeing
- promoting holistic development
- respecting individuality and diversity
- fostering positive relationships
- encouraging and empowering the voice of the child
- partnership working with families
- ensuring equal access to resources and opportunities

- reflective practice

- **Strategies, that value equality** could include:

- establish shared vision and values
- provide ongoing training and support
- create and implement policies and procedures
- foster a culture of respect and inclusion
- promote reflective practice
- ensure consistent and impartial decision-making
- monitor and evaluate practice
- engage with families and communities

Effective promotion of development, health & wellbeing	
Knowledge	Skills
K6 Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences. K12 Current and contemporary approaches in the development of emergent literacy and numeracy skills such as synthetic phonics.	S18 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. S19 Develop, model and implement strategies to support the emotional, psychological, physical and cultural needs of all children within the setting.
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
DHW1 Explains theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K6) DHW2 Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12) DHW3 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) DHW4 Explains how they develop, model, and implement the range of strategies they utilise to understand the holistic needs of children within the setting. (S19)	DHW5 <i>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)</i> DHW6 <i>Evaluates current and contemporary approaches to emergent literacy and numeracy. (K12)</i> DHW7 <i>Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)</i> DHW8 <i>Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children. (S19)</i>
Amplification and guidance	
• Theories of self-regulation, resilience and wellbeing could include: ○ self-regulation such as: ▪ Vygotsky's Socio-cultural theory ▪ Bandura's Social Learning theory	

- Bronfenbrenner's Ecological Systems theory
- resilience such as:
 - Bowlby's and Ainsworth's Attachment theory
 - Rutter's Model of Resilience
 - Chicchetti and Lynch's Ecological-Transactional Model
- well-being such as:
 - Maslow's Hierarchy of Needs
 - Erikson's Psychosocial Development theory
 - Seligman's PERMA Model
- **Current and contemporary approaches to emergent literacy and numeracy** could include:
 - interactive read-aloud
 - play-based learning
 - culturally responsive practice
 - emergent writing
 - vocabulary and oral language development
 - non-verbal communication methods
 - stories and mathematical literature
 - pattern and sorting activities
 - mathematical games
 - real-life contexts
- **Healthy approach to making choices about activities and lifestyle** could include:
 - modelling
 - providing education and resources
 - involving families
 - teaching decision-making skills
 - promoting balanced routines

- creating partnerships with health professionals
- using positive reinforcement
- implementing educational activities
- building a supportive community
- **Holistic needs** 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. Holistic needs could include:
 - physical needs
 - social needs
 - emotional needs
 - cognitive needs
 - spiritual needs
 - creative needs
 - individual needs

Continual professional development		
Knowledge	Skills	Behaviours
K18 Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research.	S16 Use reflection to develop themselves both professionally and personally to enhance their practice.	B6 Reflective practitioner. B9 Receptive and open to challenge and constructive criticism.
Professional discussion underpinned by a portfolio of evidence		
Pass criteria		Distinction criteria
CPD1 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) CPD2 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)		CPD3 <i>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)</i>
Amplification and guidance		
• Principles of reflection could include: ○ self-awareness ○ critical thinking ○ continuous improvement ○ child-centred focus ○ collaboration and communication ○ ethical practice ○ evidence-based practice ○ holistic perspective ○ flexibility and responsiveness		

- peer reviews
- **Impact of reflection** could include:
 - identifying own learning needs
 - enhancing teaching practice
 - improving outcomes for children
 - fostering a growth mindset
 - collaborative learning
 - ethical and inclusive practice
 - documentation and evaluation
 - professional confidence
 - integration of theory and practice
 - sustaining motivation and engagement
 - feedback and improvement
 - ongoing continuous professional development (CPD)
- **Opportunities they have taken to reflect on their development** could include:
 - supervisions
 - peer observations
 - training
 - appraisals
 - networking and collaboration
 - coaching and mentorship

Administrative	
Knowledge	Skills
K19 How to maintain accurate and coherent records and reports for the purpose of sharing information and communicate effectively in both oral and written English.	S21 Ensure the security and confidentiality of data, records and information in line with current legislation .
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
A1 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)	<i>No distinction criteria.</i>
Amplification and guidance	
• Current legislation could include: ○ General Data Protection Regulation (GDPR) ○ Data Protection Act ○ Children Act ○ Confidentiality policy, informed by legislation	

Child development	
Knowledge	Skills
K2 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. K3 Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years. K7 Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach. K8 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.	S1 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. S12 Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child.
Case study with report and presentation and questioning	
Pass criteria	Distinction criteria
CD1 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) CD2 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) CD3 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)	CD5 <i>Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice. (K2, K3, S1)</i> CD6 <i>Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice. (S12)</i>

CD4 Explains theories of attachment that promote effective relationships between staff and children. (K7)	
Amplification and guidance	
• Early learning encompasses the developmental period from birth to age 8 and is crucial in setting foundations for lifelong cognitive, social and emotional development. • Theories of attachment could include: ○ John Bowlby's Attachment Theory ○ Mary Ainsworth's The Attachment Theory ○ Erik Erikson's Theory of Psychosocial Development ○ Albert Bandura's Social Learning Theory • Social cultural context the physical, social, cultural, economic and historical conditions that shape children's upbringing. • Theoretical stances these include theories, such as: ○ maturational ○ constructivist ○ behavioural ○ psychoanalytic ○ ecological ○ social learning theory ○ multiple intelligence theory • Factors that impact upon health, wellbeing and early learning could include: ○ prenatal ○ postnatal ○ environmental ○ psychosocial ○ cultural	

- religious

- **Effective and collaborative partnership with parents and carers of the child/children** could include:

- opportunities to share information
- support and reassurance
- communication methods
- home learning

Observation and assessment planning	
Knowledge	Skills
K9 The importance of play and the theoretical perspectives of play and its impact on a child's learning and development. K10 How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning. K13 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.	S9 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. S13 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.
Case study with report and presentation and questioning	
Pass criteria	Distinction criteria
OA1 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) OA2 Explains how children's creativity and curiosity is encouraged and how this benefits learning. (K10) OA3 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)	OA4 <i>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)</i> OA5 <i>Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge. (K10)</i>
Amplification and guidance	
• Stimulate children's creativity and curiosity could include: ○ providing a rich and stimulating environment ○ encouraging open-ended play	

- fostering enquiry-based learning
 - supporting imaginative play
 - promoting artistic expression
 - reading and telling stories
 - encouraging outdoor exploration
- **Planning cycles** is the process of professional observation, planning, implementation 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.
- **Formative and summative assessments** could include:
 - monitoring progress to inform planning
 - identifying strengths and gaps in learning
 - method of evaluation/track progress
 - data analysis and tracking
- **Theoretical knowledge of the importance of play** - play improves cognitive, physical social and emotional well-being. Theorists could include:
 - Maria Montessori
 - Susan Isaacs
 - Friedrich Froebel
 - Lev Vygotsky
 - Jean Piaget
 - Jerome Bruner
- **Intervention strategies** help with any developmental delays that children may experience. Examples could include:
 - home visiting programmes
 - school-based programmes
 - mentoring schemes
 - speech and language therapy
 - parent and child interaction therapy
 - social skills

- inclusive practice
- behavioural

- **Practice decisions** ensures 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	
K11 A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy.	
K15 The importance of enabling environments and the impact of opportunities, resources and relationships on learning and development.	
Case study with report and presentation and questioning	
Pass criteria	Distinction criteria
RP1 Describes appropriate relevant underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (K11)	RP3 <i>Evaluates the application of one approach and how it could be developed further to impact on current practice. (K11)</i>
RP2 Explains the importance of enabling environments and the impact of opportunities, resources and relationships on learning and development. (K15)	RP4 <i>Facilitates an enabling environment through application of theoretical knowledge. (K15)</i>
Amplification and guidance	
• Theories from physiological, neurological, developmental and education could include: ○ Evolutionary Theory ○ Neuroconstructivism Theory ○ Cognitive Development Theory ○ Psychosocial Theory ○ Behaviourism ○ Constructivism • Enabling environments – an environment where risks are minimised and well managed, ensuring children are safe from harm. It is nurturing and facilitates a sense of belonging.	

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Assessment summary

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

1. A 90-minute observation with questions
2. A 60-minute professional discussion underpinned by a portfolio of evidence
3. A 4,000-word case study with a report and a 40-minute presentation and questioning

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

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all pass criteria
- To achieve a **distinction**, apprentices must achieve all the pass criteria **and** all the distinction criteria
- **Unsuccessful** apprentices will not have achieved all the pass 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

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all pass criteria
- To achieve a **distinction**, apprentices must achieve all the pass criteria **and** all the distinction criteria
- **Unsuccessful** apprentices will not have achieved all the pass 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

All assessment methods are weighted equally. Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- To achieve a **pass**, apprentices must achieve all pass criteria
- To achieve a **distinction**, apprentices must achieve all the pass criteria **and** all the distinction criteria
- **Unsuccessful** apprentices will **not** have achieved all the pass 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. The presentation can be presented wither face-to-face or via video conferencing.

Grading

The apprenticeship includes pass and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a pass, the apprentice is required to pass in all the assessment methods.

To achieve a merit, the apprentice must achieve a pass in 1 assessment method and a distinction in the other 2 assessment methods.

To achieve a distinction, the apprentice must achieve a distinction in all the assessment methods.

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

Resit and retake information

Apprentices who fail 1 or more assessment method/s will be offered the opportunity to take a resit or retake at the discretion of the employer. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. 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.

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.

If the case study assessment method is failed, the apprentice is not required to undertake a new project. Instead, they should submit an amended project report or presentation.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 4 months of the EPA outcome notification.

Any EPA component resit/retake must be taken within a 6-month period, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Resits and retakes are not offered to apprentices wishing to move from pass to 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.

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Assessing the observation with questions

The independent assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work and simulation is not permitted. The assessor will only observe 1 apprentice at any one time.

The total time for the assessment is **90 minutes**. This will include:

- Observation of the opportunities and experiences outlined in the session plan (**60 minutes**)
- Questioning, to allow the assessor to understand the reasons behind the apprentice's actions and to provide opportunity to draw out further detail regarding the KSBs mapped to the assessment method (**30 minutes**)

The independent assessor has the discretion to increase the time of the observation by up to **10%** to allow the apprentice to complete their last task or respond to a question. The discretionary additional 10% time can be allocated in any proportion across the observation and questioning. Where breaks occur, they will not count towards the total assessment time.

Apprentices must be provided with information on the format of the observation, including the timescales they will be working to before the start of the observation. The time taken to give this information is exclusive of the assessment time.

The independent assessor will ask a **minimum of 7 questions** at the end of 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 should be kept to a minimum. The independent assessor may ask follow-up questions where clarification is required.

The following activities must be observed during the observation:

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

Depending on the nature of the setting, the location, number of children and age range varies from employer to employer, but some examples of this could be as follows:

- session in a woodland area
- session working within messy play
- session working with pre-school children

This is not an exhaustive list. Please note group work is defined as working with a minimum of 3 children.

The observation with questions should take place in any of the following:

- employer's premises
- workplace other than that of employer
- detached and outreach locations

The children who take part in the assessment will attend the Early years setting, so will recognise and have a working relationship with the apprentice.

There may be circumstances where direct observation is not possible due to restrictions imposed by the venue, for example, within the secure estate, specific health settings. In these circumstances, agreement for a video recording of the post gateway observation session may be approved, subject to confidentiality and GDPR legal requirements. This video submission should be viewed by the independent assessor alongside the apprentice at the apprentice's workplace, to replicate the observation process. The video must not leave the apprentice's workplace. Questions can then be defined for clarification in the same way as they would be after a normal, in person observation.

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

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 (for instance, 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 ensure the assessor receives a copy of the session plan at least **1 hour** before the observation begins. The session plan itself is not marked, but may be used 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 location of the observation must take place within the normal work environment to ensure all safety, security and confidentiality permissions are managed appropriately.
- The timing of the observation must allow the apprentice opportunity to demonstrate all of the KSBs mapped to this assessment method, such as engaging with colleagues and with parents and guardians.
- The apprentice must have sought the permission of parents/guardians of all children that are likely to be present during the observation.
- The apprentice should provide clear information to the children, parents or guardians on the purposes of the observation and where any notes related to the observation will be stored.
- The apprentice should explain to all parents or guardians that there will be no recorded information that would enable identification of any participants with the exception of the apprentice.
- Children must be given the opportunity to withdraw from a session of assessed practice without prejudice. In this occupation it would be considered poor practice to force a child to participate in an opportunity of experience against their will. If all children withdraw from the observation, the apprentice would be 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 re-sit/re-take.

Evidence of the above should be presented to Highfield **2 weeks** before the date of the observation. *

*If apprentices are including the same child/children within the observation that have been observed within the case study, the merged parental consent form **must** be submitted at gateway. If apprentices are including a different child or children within the observation and case study the separate parental consent forms can be utilised. The parental consent forms, including the observation activity and case study title, can be downloaded from the Highfield website.

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

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.
- **Unsuccessful** apprentices will **not** have achieved all the pass criteria.

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 a minimum of **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

Throughout the **90-minute** observation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

The unique child	
To pass, the following must be evidenced.	
TUC1	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)
TUC2	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)
TUC3	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)
TUC4	Demonstrates communication skills to identify, action and address challenging issues and undertake difficult conversations. (S23)
To gain a distinction, the following must be evidenced	
TUC5	<i>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)</i>
TUC6	<i>Critically evaluates all systems including transitions and develop processes, accounting for all children's and families' needs. (K14, S4)</i>
TUC7	<i>Evaluates their own approach to challenging issues and how undertaking difficult conversations may impact the outcome. (S23)</i>

Learning and development

To pass, the following must be evidenced.

- LD1** Applies a responsive approach that is influenced by a range of strategies, to develop and extend children's learning and thinking. (S7)
- LD2** Demonstrates how they observe, assess, plan, facilitate and participate in play opportunities with children that include current requirements of the curriculum. (S3)
- LD3** 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)
- LD4** 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)
- LD5** Demonstrates how to support and promote all children's speech, language and communication development, including determining and adapting appropriate responses and interventions. (S8)

To gain a distinction, the following must be evidenced

- LD6** *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)*
- LD7** *Leads and models practice within the environment to continually provoke, excite and extend children's current interests and motivations. (S5, S6)*
- LD8** *Critically appraises how the support of children's speech, language and communication development is promoting a language and interactive rich environment for all. (S8)*

Leaderful practice	
To pass, the following must be evidenced.	
LP1	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)
LP2	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)
LP3	Co-ordinates an effective and robust key person system to support children's development. (S14)
LP4	Demonstrates current and contemporary influences on their pedagogical approach and practice. (S15)
LP5	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)
To gain a distinction, the following must be evidenced	
LP6	<i>Evaluates the impact of theory surrounding their leadership and the impact their leaderful practice has on the practice of others. (K17, S22)</i>
LP7	<i>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)</i>
LP8	<i>Demonstrates a clearly defined pedagogical approach, justifying and evaluating the influences on their approach and understanding. (S15)</i>
LP9	<i>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)</i>

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Assessing the professional discussion underpinned by a portfolio of evidence

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and excellence and cover the knowledge, skills and behaviours (KSBs) assigned to this assessment method. The professional discussion is a 2-way conversation which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. The apprentice leads the discussion.

Apprentices must be given at least 2 weeks' notice ahead of the professional discussion.

The discussion must last for **60 minutes**. The independent assessor has the discretion to increase the time by 10% to allow the apprentice to complete their last answer.

The independent assessor will ask a minimum of **6 questions** and may ask follow up questions for clarification purposes and to allow the apprentice the opportunity to cover the KSBs mapped to this assessment method.

The apprentice and the independent 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 should take place in a quiet room, free from distractions and influence. The professional discussion can take place in any of the following:

- 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

Before the assessment

Employers/training providers should:

- 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

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.
- **Unsuccessful** apprentices will not have achieved all the pass criteria.

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 underpinned by a portfolio of evidence 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 underpinned by a portfolio of evidence should take place in a suitable location.
- a **60-minute (+10%)** time slot should be available to complete the professional discussion underpinned by a portfolio of evidence, 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 underpinned by a portfolio of evidence 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 a minimum of **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.

Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **60-minute** professional discussion underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by a portfolio of evidence by considering how the criteria can be met.

Effective implementation of legislation and guidance	
To pass, the following must be evidenced.	
EILG1	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)
EILG2	Explain and justify the strategies they have used when collaborating with parents and stakeholders. (K21)
EILG3	Understand 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)
EILG4	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)
EILG5	Explains the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)
To gain a distinction, the following must be evidenced.	
EILG6	<i>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)</i>
EILG7	<i>Evaluates the impact of strategies to cultivate professional partnerships with parents, carers and other professionals. (K21)</i>
EILG8	<i>Justifies the strategies used when collaborating with parents/families and professional bodies, to advocate for a child's needs. (S11)</i>
EILG9	<i>Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K16, B1)</i>
EILG10	<i>Analyses the current and relevant policy, statutory guidance and legal requirements appropriate to the sector. (K20)</i>

Effective promotion of development, health and wellbeing
To pass, the following must be evidenced.
DHW1 Explains theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K6)
DHW2 Understands and evaluates current and contemporary approaches to emergent literacy and numeracy skills. (K12)
DHW3 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)
DHW4 Explains how they develop, model, and implement the range of strategies they utilise to understand the holistic needs of children within the setting. (S19)
To gain a distinction, the following must be evidenced.
DHW5 <i>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)</i>
DHW6 <i>Evaluates current and contemporary approaches to emergent literacy and numeracy. (K12)</i>
DHW7 <i>Analyses the impact this has on children as they grow and develop and considers the implications for early and later adult life. (S18)</i>
DHW8 <i>Justifies their choice of strategies, reflecting on lessons learnt and explains how they could have further supported the development of the children. (S19)</i>

Continual professional development
To pass, the following must be evidenced.
CPD1 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)
CPD2 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)
To gain a distinction, the following must be evidenced.
CPD3 <i>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)</i>

Administrative
To pass, the following must be evidenced.
A1 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)
<i>To gain a distinction, the following must be evidenced.</i>
<i>No distinction criteria.</i>

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Assessing the case study with report and presentation with questioning

This end-point assessment method consists of 2 components:

- a case study with a report
- a presentation with questioning

Component 1: Case study with report

Apprentices will conduct a case study and produce a case study report either paper-based or electronically. The case study report will be based on a case study that the apprentice has done with an individual child or group of children. The case study report should include an analysis of observations the apprentice has made.

A case study must be based on a real-life workplace situation which involves the apprentice completing a relevant and defined piece of work. The work must have a real benefit to the children or setting the apprentice is working in.

The in-depth analysis of the observations and resulting case study report and presentation must be undertaken after the apprentice has gone through the gateway. Sufficient time has been allowed to enable the apprentice to observe children over a period of typically **6 weeks** and allow for situations where children may leave a setting for any reason.

Parental consent for children participating in the case study must be gained prior to starting the case study assessment method.

The case study will be **4000 words** (+/-10% at the apprentice's discretion) including tables, graphs, figures, though excluding references and annexes. The apprentice will have **12 weeks** to write and submit the case study report and the presentation following Highfield's approval of the case study's scope and title.

The case study may be based on the following:

- the learning needs of an individual child or group of children over approximately six weeks and how the practitioner has supported, extended and enhanced their opportunities and experiences in response to these needs.

This should 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.

In order to ensure the case study is robust and sufficiently covers the KSBs, it should include:

- an executive summary
- an introduction
- the scope of the study (including key performance indicators)
- objectives
- a case study plan
- how the case study outcomes would 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
- proposed implementation plan including communications and stakeholder plans
- advise whether an alternative approach might be considered
- advise upon whether it could be completed in a more cost or time efficient manner
- recommendations and conclusions

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

The case study report must be submitted to Highfield **12 weeks** after the gateway. The apprentice should complete their case study unaided. When the case study report is submitted, the apprentice and their employer must verify that the submitted case study report and the case study is the apprentice's own work. A **Written Submission Sheet** is available to download from the Highfield website.

Component 2: Presentation and questioning

The presentation will be based on the case study carried out in component 1 and will summarise and make reference to the case study report.

The presentation content will be completed and submitted **12 weeks** after the gateway at the same time as the case study report and will be presented to an independent assessor, either face-to-face or via online video conferencing.

There will be a **40-minute** presentation and questioning, split into typically **20 minutes** for the presentation and typically **20 minutes** for the questioning. This presentation requires the apprentice to illustrate the knowledge, skills and behaviours that are mapped to this assessment method. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point.

The independent assessor will ask a minimum of **4 questions** at the end of the presentation.

To deliver the presentation, the apprentice will have access to:

- their case study report and case study
- a copy of their presentation (hard copy or electronic)
- notes

The presentation will be conducted as follows:

- the presentation will take place on a one-to-one basis between the independent assessor and the apprentice
- the way in which the content of the presentation is made is not prescriptive

A copy of the project report and presentation must be sent to Highfield **12 weeks** after gateway and the apprentice must also be given 2 weeks' notice of the presentation date. The presentation submission must be a hard copy and/or electronic slide deck. When submitted, this must outline details of any visual aids to be used and specify any equipment required.

The presentation must be formal in tone and be well-balanced in its use of visuals, text and other supporting elements, for example, audio, documents and small-scale demonstrations.

Highfield must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- other suitable venue selected by Highfield (for example a training provider's premises)

The venue should be a quiet room, free from distraction and external influence. Video conferencing can also be used to conduct the presentation.

Before the assessment

Employers/training providers should:

- 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 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
- ensure the apprentice knows which Early Years Lead Practitioner criteria will be assessed (outlined in 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

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.
- **Unsuccessful** apprentices will not have achieved all of the pass criteria.

Case study with report and presentation with questioning mock assessment

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:

- 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

Throughout the case study with report and presentation with questions, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the case study with report and presentation with questions by considering how the criteria can be met and reflecting on their past experiences.

Child development
To pass, the following must be evidenced.
CD1 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)
CD2 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)
CD3 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)
CD4 Explains theories of attachment that promote effective relationships between staff and children. (K7)
To gain a distinction, the following must be evidenced
CD5 <i>Critically evaluate theoretical approaches to children's development and articulate clearly the decisions made in the complexities of daily developmental practice. (K2, K3, S1)</i>
CD6 <i>Justifies their strategies for creating collaborative partnerships with parents, families and carers, showing holistic practice. (S12)</i>

Observation and assessment planning
To pass, the following must be evidenced.
OA1 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)
OA2 Explains how children's creativity and curiosity is encouraged and how this benefits learning. (K10)
OA3 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)
To gain a distinction, the following must be evidenced
OA4 <i>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)</i>
OA5 <i>Critically analyses approaches to promoting creativity and curiosity and justifies practice decisions in line with theoretical knowledge. (K10)</i>

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

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