

Highfield Level 3 End-Point Assessment for ST0135 Early Years

Educator Mock Assessment Materials

Professional discussion underpinned by portfolio of evidence

Ref	Pass Criteria	Criteria met
Behaviour Management		
BM1	Provides evidence of how they have modelled and promoted positive behaviours (for example, turn-taking) in their day-to-day practice and shows evidence of the positive effect on children's behaviour as a result	
Partnership and Communication		
PC1	Communicates with, and provide information to parents and/or carers to understand how their child is doing. Works in partnership with parents and carers to identify where they can help the child's progress, and encourages them in the valuable contribution they make to the child's health, well-being, learning and development. Plans the next stages of development with the key person.	
Planning and Leading		
PL1	Able to explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the learning and development areas of the current early education curriculum requirements, in order to move the children's learning to the next stage of development.	
Activity		
A1	Able to explain the child's stage and how they use this knowledge to approach planning of activities in order to support children's wellbeing and independence in line with their individual needs and circumstances, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning.	
Learning		
L1	Evidences using age-related expectations, knowledge of stage of development and the individual needs of the child to provide a range of appropriate learning experiences, environments and opportunities.	

Encouragement		
E1	Encourages children's participation through a balance of adult led and child-initiated activities. Plans the type of activity children will engage in, providing opportunities for child participation through a range of experiences.	
Plan and Support		
PS1	Uses their knowledge of the children in their care to plan and support group learning, being sensitive to the needs of each child in order to support socialisation, improving the child's confidence in social situations.	
Strategies		
S1	Uses effective strategies that deepens a child's understanding. Can explain the benefit of sustained shared thinking and evidence the planning of activities that demonstrate how the strategies are implemented.	
Assessments		
AS1	Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning.	
Strategic Support		
SS1	Uses strategies to support children in relation to individual circumstances such as the needs of children with English as an additional language, family breakdown, birth of a sibling.	
Records and Reports		
RR1	Maintains accurate and coherent records and reports.	
Observational Assessment		
OA1	Carries out and records appropriate observational assessment accurately across a range of contexts.	
Safeguarding		
SG1	Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information.	
Teamwork		
T1	Works and contributes effectively within the immediate and wider team to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge poor practice.	

Early Intervention		
EI1	Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals.	
Confidentiality		
C1	Complies with all requirements and expectations for confidentiality of information. Understands the importance of safeguarding the children and the systems in place to support children. Is able to work in partnership with parents/carers on an individual basis.	
Health and Safety		
HS1	Actively demonstrates the importance of Health and Safety systems in the workplace.	
Equality and Diversity		
ED1	Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity.	
Communication and Language		
CL1	Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations.	
Physical Care		
PC1	Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures.	
Healthy Lifestyles		
HL1	Promotes healthy lifestyles through their activities – e.g. by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age, and/or by encouraging them to be physically active through planned and spontaneous activity through the day.	
Hygiene Procedures		
HP1	Completes personal protective equipment tasks to minimise the spread of infection. Understands the importance of following procedures and applying the appropriate measures, for example re handwashing, food hygiene practices and dealing with spillages safely.	
Reflective Practice		

RP1	Undertakes ongoing continuous professional development and reflective practice. Actively seeks new opportunities to develop that have a positive impact on the learning outcomes for the children.	
Written and Oral Communication		
WOC 1	Communicates effectively through written and oral means throughout day-to-day practice. Is able to demonstrate how the communication strategy is altered depending on the target audience, for example parents, carers, professionals, children and children with additional needs.	
Risk Assessment		
RA1	Undertakes risk assessments within the setting.	

Ref	Distinction Criteria	Criteria met
Behaviour Management		
BM2	Provides evidence of having used more than two behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen and explaining how these were successful in supporting children to manage their own behaviour.	
Partnership and Communication		
PC2	Establishes and maintains effective partnership working which leads to improvements within the provision and the outcomes for children and their families. For example: improvement in a child's behaviour over time thanks to effective parental involvement that has improved and contributed to a child's health, wellbeing learning and development.	
Planning and Leading		
PL2	Can evidence how curriculum-based planning and leading of activities has led to accelerated progression in the child's learning, e.g. using observations, planning and documents.	
Activity		
A2	Demonstrates which activities have accelerated children's learning and which types of activities are appropriate for individual children and is able to evidence where it has accelerated children's learning (e.g. using observations and planning documents).	
Learning		

L2	Demonstrates having provided varied learning experiences, incorporating new ways of learning and experiences, informed by their knowledge of areas of learning, and evidence how these have successfully engaged, enthused and motivated children to learn.	
Strategies		
S2	Able to evidence more than two strategies used to promote sustained shared thinking for children with different needs/backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children.	
Assessments		
AS2	Evidences that children have made progress as a result of accurate assessments being completed.	
Observational Assessment		
OA2	Demonstrates an awareness of the different types of observational assessment methods, chooses the most relevant method dependant on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.	
Safeguarding		
SG2	Has suggestions to improve record keeping in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.	
Early Intervention		
EI2	Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals.	
Confidentiality		
C2	Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.	
Health and Safety		
HS2	Has suggestions to improve practice in relation to Health and Safety.	
Healthy Lifestyles		
HL2	Has an excellent understanding of the menus in the setting, is able to explain why children are offered different types of meals. Plans and carries out activities that promote Healthy Lifestyles and uses strategies to support practitioners in terms of promoting a healthy lifestyle, including barriers to healthy eating.	

Hygiene Procedures

HP2	Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities.	
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