

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

Mock Assessment Materials

Professional discussion underpinned by a portfolio of evidence

Legislation and guidance			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
LG1	Explains the role of the designated lead for safeguarding and assimilating findings of reviews and assessments of significant incidents or cases. 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. (K6, K21, S10, S11)		
LG2	Evaluates the strategies they apply when collaborating and cultivating partnerships with parents or carers stakeholders and multi agencies. (K10, S14)		
LG3	Explains the importance and impact of inclusion, equality, and diversity and how to promote and embed consistent and impartial strategies that value equality in leaderful practice, within professional boundaries. (K17, B1)		
LG4	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. (K20, S25)		
LG5	Explains how they manage efficient and sustainable practice when using resources, applying reuse, recycling and safe disposal principles. (K22, S27)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
LG6	<i>Justifies their rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and their professional insight and curiosity. (K6, S10, S11)</i>		
LG7	<i>Critically reflects on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K17, B1)</i>		

Health & wellbeing			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
HW1	Analyses theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K4)		
HW2	Explains the importance of considering pedagogy when evaluating the curriculum's intent, implementation and impact and how strategies are developed and modelled to ensure the emotional, psychological, physical and cultural needs of all children within the setting are met. (K14, S2)		
HW3	Analyses how they promote and support children and families to develop a healthy approach to making choices about activities and lifestyle. (S6)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
HW4	<i>Compares and contrasts different pedagogies, justifying the choices made, by illustrating the impact of decisions made on emotional, psychological, physical and cultural development of children in the setting. (K14, S2)</i>		

Continual professional development			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
CPD1	Evaluates how reflection influences their early years practice and drives their commitment to continuing professional development and action research. (K19)		
CPD2	Explains how they use opportunities to reflect on their development both professionally and personally and evaluates how they respond to challenge and constructive criticism. (S24, B6)		
CPD3	Explains how they incorporate theories from physiological, neurological, developmental and education into their development and practice. (K13)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
CPD4	<i>Analyses the impact reflective practice has on their effectiveness as a lead practitioner, and evaluates how reflective experiences involving challenge and constructive criticism enhance their professional competence. (K19, S24, B6)</i>		

Child development			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
CD1	Analyses how children learn and develop from conception to 8 years within the social, and cultural context and how this impacts their future. (K2)		
CD2	Analyses factors that can impact upon health, well-being and early learning of children from conception to 8 and how children and families can make healthy and effective life choices. (K3, S7)		
CD3	Explains theories of attachment they use to promote effective relationships between staff and children. (K7)		
CD4	Explains how they develop effective and collaborative partnerships with parents and carers considering social and cultural context and influence, and the importance of home learning, and how that partnership enables a greater understanding of the child/children leading to enhanced opportunities. (K8, S15)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
CD5	<i>Evaluates approaches to children's development they use in their practice, and articulates how they reach decisions in complex situations. (K2, K3, S7)</i>		

Observation and assessment planning			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
OA1	Uses theoretical knowledge of the importance of play, demonstrating how they support children to engage in a range of learning contexts, supporting confidence within social experiences, including how they stimulate children's creativity and curiosity and how this benefits learning. (K11, K12, S4)		
OA2	Evaluates how planning cycles and formative and summative assessments for child or children inform and improve practice in relation to needs-based assessment and early intervention. (K16, S19)		
OA3	Analyses the impact of design, resources and engagement within indoor and outdoor environments to enable learning and development. (K15)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
OA4	<i>Critically analyses their choice of intervention strategies to create play, learning and development and social experiences for the child or children, including how these enable enquiry based active learning. (K11, K12, S4)</i>		