

Highfield Level 3 ST0135 Early Years Educator

Mock Assessment Materials

Professional discussion underpinned by a portfolio of evidence

| Equality, diversity, and inclusion | | | |
|------------------------------------|--|--------------|------------------|
| Ref | Pass Criteria | Criteria met | Criteria not met |
| EDI1 | Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12) | | |
| EDI2 | Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K17) | | |
| EDI3 | Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6) | | |

| Safeguarding | | | |
|--------------|--|--------------|------------------|
| Ref | Pass Criteria | Criteria met | Criteria not met |
| SG1 | Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures. (K2, K3, S1, B3) | | |
| SG2 | Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2) | | |
| Ref | Distinction Criteria | Criteria met | Criteria not met |
| SG3 | <i>Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)</i> | | |

| Relationships | | | |
|---------------|---|--------------|------------------|
| Ref | Pass Criteria | Criteria met | Criteria not met |
| R1 | Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1) | | |
| R2 | Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6) | | |
| R3 | Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8) | | |
| Ref | Distinction Criteria | Criteria met | Criteria not met |
| R4 | <i>Analyses the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development. (K8, K12, K14)</i> | | |

| Learning and child development | | | |
|--------------------------------|--|--------------|------------------|
| Ref | Pass Criteria | Criteria met | Criteria not met |
| LCD1 | Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16) | | |

| Continuous professional development | | | |
|-------------------------------------|---|--------------|------------------|
| Ref | Pass Criteria | Criteria met | Criteria not met |
| CPD1 | Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8) | | |
| Ref | Distinction Criteria | Criteria met | Criteria not met |
| CPD2 | <i>Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)</i> | | |