

Highfield Level 2 End-Point Assessment for ST0888 Early Years Practitioner

Mock Assessment Materials

Professional discussion underpinned by a portfolio

Well-being and child development			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
WC2	Describes the expected pattern of babies and children's development and how babies' and young children's learning and development can be affected by own behaviour, their well-being and individual circumstances (K1, K3, K25)		
WC3	Outlines the importance of holistic development and how this can be affected by attachment, the key person's role, transitions and other significant events (K2, K4, S1)		
WC4	Describes the importance of health and wellbeing on children's development, the current dietary guidance for early years and how health and wellbeing is promoted by encouraging babies and young children to consume healthy, balanced and nutritious meals (K13, K14, S7)		
WC5	Describes the importance of respectful care routines (S8)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
WC6	<i>Explains the importance of holistic development with examples of how they monitor, measure, support, and promote babies' and children's progress across key areas as part of effective and integrated practice (K1, K2, K3, K4)</i>		

Safeguarding			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
SA1	Describes how own role is affected by responsibilities created by safeguarding policies and procedures (K6, K7)		
SA2	Outlines the provision's legal requirements and guidance in relation to safeguarding and the receiving, storing, recording, administering and the safe disposal of medicines (K5, K11)		
SA3	Describes the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical attention and how to recognise when a child is in danger, at risk of serious harm or abuse (K12, S2)		
SA4	Outlines fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (B8)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
SA5	<i>Explains the types of abuse including: domestic, neglect, physical, emotional, and sexual abuse that may present in the provision and how safeguarding procedures are applied to protect the child (K6, S2)</i>		
SA6	<i>Explains their responsibilities in respect of fundamental British values and how these assist in promoting the welfare of children (K5, B8)</i>		

Support the planning and delivery of activities, purposeful play opportunities and educational programmes			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
SP3	Describes the statutory framework, including the learning and development requirements and how this is used to support children's interest and development in mathematical learning and awareness of environmental sustainability (K16, K31, S18)		
SP4	Outlines how to confidentially refer concerns about a baby's or child's development, after observing and accurately recording findings, in line with expected statutory and the provision's requirements (K19, S15)		

Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
SP5	<i>Explains how a child's awareness of environmental sustainability can be increased by using mathematical patterns, sorting and matching (K31, S18)</i>		

Support children with special educational needs and disabilities			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
SC2	Describes the key stages of a graduated approach to creating a baby's or young child's individual care and participation plan, including how this should be managed in partnership with parents/carers and follow statutory guidance for children with special educational needs and disabilities (K20, K21, S19)		

Own role and development			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
OR1	Describes how using reflective practice of own behaviours, feedback and mentoring has helped recognise continual professional need and identify and develop own goals in line with own role, practice, legislation and continued professional development (K23, K27, S21, B7)		
OR2	Describes own responsibilities and accountabilities when working in line with workplace policies and procedures during the recording, reporting and promotion of the welfare of children (K24, K26)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
OR3	<i>Explains how they try to develop and improve their own practice, work effectively as a team member, and support the roles of colleagues, through information sharing, the use of technology, self-reflection, and professional development opportunities (K23, K24, K26, K27, B7)</i>		

Working with others – parents, colleagues, other professionals			
Ref	Assessment Criteria (Pass)	Criteria met	Criteria not met
WW1	Describes how they work cooperatively with colleagues, teams, and partner agencies to meet babies and young children's needs and help them to progress, recognising the important roles and functions (i.e. statutory and non-statutory) of professionals and relevant agencies in supporting provision (K28, S22, B4)		
WW2	Outlines how encouraging parents or carers to recognise their role in a baby's or child's health and well-being has facilitated the sharing of information about the importance of healthy, balanced and nutritious diets (S23, S25)		
WW3	Describes the importance of encouraging parents or carers to take an active role in a baby's or child's care and development and why the home learning environment and voice of the child, parent or carer is heard during their development (K29, S24)		
Ref	Assessment Criteria (Distinction)	Criteria met	Criteria not met
WW4	<i>Explains how they identify and promote opportunities for improved communication and cooperation between themselves, colleagues, other professionals, parents and carers to protect babies and children's interests and support their development and progress (K29, S22, S23, B4)</i>		