



# Highfield

## **Highfield Level 3 End-Point Assessment for ST0135 Early Years Educator**

End-Point Assessment Kit



# Highfield Level 3 End-Point Assessment for ST0135 Early Years Educator

EPA-kit

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# How to use this EPA kit

Welcome to the Highfield End-Point Assessment kit for the Level 3 Early Years Educator apprenticeship standard.

Highfield is an independent end-point assessment organisation that has been approved to offer and carry out the independent end-point assessments for the Level 3 Early Years Educator apprenticeship standard. Highfield internally quality assures all end-point assessments in accordance with its IQA process, externally quality assured by the relevant EQA organisation.

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 as a starting point.

## Key facts

<b>Apprenticeship standard:</b>	Level 3 End-Point Assessment for Early Years Educator
<b>Level:</b>	3
<b>On programme duration:</b>	Typically 18 months
<b>End-point assessment window:</b>	3 months
<b>Grading:</b>	Fail/pass/distinction
<b>End-point assessment methods:</b>	Knowledge test Professional discussion underpinned by a portfolio

## In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on delivery, where the standard and assessment criteria are presented in a suggested format that is suitable for delivery
- 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

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An early years educator is a highly trained professional who plays a key role in ensuring that young children learn and develop well and are kept healthy and safe. They work in a range of settings including full day care, children's centres, pre-schools, reception classes and as childminders. They may either be working on their own or supervising others to deliver the Early Years Foundation Stage (EYFS) requirements set by the government for the learning, development and care of children from birth to 5 years old.

An early years educator plans and supervises child-initiated and adult-led activities which are based around the needs and interests of each individual child. An early years educator supports children to develop numeracy and language skills through games and play. They have key person responsibility to help ensure each child feels safe and secure. An early years educator observes each child and shapes their learning experience to reflect their observations and meet the care needs of the individual child such as feeding, changing nappies and administration of medicine. They work in partnership with other colleagues, parents and/or carers or other professionals to meet the individual needs of each child.

With additional experience, an early years educator can become the manager of an early years setting.

Individuals will undergo all the checks as per the EYFS requirements to ensure suitability to work with children.

## On-programme requirements

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While on-programme, apprentices will be developing the occupational standard's knowledge, skills and behaviours (KSBs).

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 professional discussion 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

- completion of a first aid qualification in line with the requirements of the Early Years Foundation Stage (EYFS) Framework
- completion of an Early Years Educator Qualification (level 3)
- development of a portfolio of evidence through which the apprentice gathers evidence of their progress

## Portfolio of evidence

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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 **must** contain **10-12 pieces of evidence** in total. Evidence must be mapped against the KSBs being assessed by the professional discussion; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs.

Evidence sources for the portfolio must include:

- at least **2** observations of practice of a maximum of 20-minutes total duration, which should be video recorded where possible except where there are safeguarding concerns in which case a written account is acceptable. 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. Written accounts where used should be purely factual accounts and must be written by someone appropriately qualified and in a position of responsibility.
- work products produced by the apprentice, for example:
  - observation, assessment and planning documents
  - risk assessments
  - communication documents
  - meeting records
- employer feedback/review, maximum of 1
- continuous professional development (CPD) training records/certificates

Evidence from simulated activities, reflective accounts or witness testimonies are **not** allowed as evidence within the portfolio.

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.

Where video-recorded observations are included within the portfolio, time should be scheduled for the end-point assessor to view these at the employer's premises prior to

the professional discussion. Please let the scheduling team know when scheduling the assessment.

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

## Use of artificial intelligence (AI) in the EPA

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Where AI has been used as part of the apprentice's day-to-day work and forms part of a project report, presentation, or artefact, it should be referenced as such within the work. AI must not be used to produce the report or portfolio.

Where AI has been used as part of a portfolio that underpins an interview or professional discussion or any other assessment method, it should be fully referenced within the portfolio.

## Additional, relevant on-programme qualification

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Prior to gateway, learners will be **required** to achieve an approved early years educator qualification (Level 3) as well as a first aid qualification in line with the requirements of the EYFS framework: [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](https://www.gov.uk/government/publications/early-years-foundation-stage-eyfs-statutory-framework)

## Readiness for end-point assessment

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

- the apprentice must have achieved level 2 English and maths
- the apprentice must have gathered a portfolio of evidence against the required standards to be put forward as a component of the end-point assessment (see below)
- the apprentice must have achieved an early years educator level 3 qualification and a first aid qualification
- 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 3-month end-point assessment window. Further information about the gateway process is covered later in this kit.

## Order of end-point assessments

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There is no stipulated order of assessment methods. This will be discussed with the apprentice, training provider and/or employer and our scheduling team when scheduling the assessments to ensure that the learner is provided with the best opportunity to attempt the assessment. Please provide the scheduling team with one weeks' notice from gateway before the professional discussion.

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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.

## Documents used in developing this end-point assessment

Standard (2019)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/early-years-educator-v1-2>

End-point assessment plan (April 2019 ST0135/AP04)

[https://www.instituteforapprenticeships.org/media/5950/st0135\\_early-years-educator\\_l3\\_epa-adjustment-for-publication\\_28022022.pdf](https://www.instituteforapprenticeships.org/media/5950/st0135_early-years-educator_l3_epa-adjustment-for-publication_28022022.pdf)

## Specific considerations

Scheduling of on-site assessments **must** be booked if video recorded observations are used as part of the portfolio evidence. The viewing of video-recorded observations by the end-point assessor must take place on the employer's premises. The viewing of the video-recordings can be done on the day prior to the professional discussion. Videos **must not** leave the employer's premises therefore video-recorded observations **must not** be sent to Highfield as part of the portfolio.

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# Gateway

## How to prepare for gateway

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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:

- manager statements
- witness statements
- customer feedback

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:

- achieved level 2 English
- achieved level 2 maths
- achieved an Early Years Educator Qualification at level 3
- completed a first aid qualification in line with the requirements of the EYFS framework
- submitted a portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)

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

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The gateway meeting should last around an hour and must be completed **on or after** the apprenticeship on-programme end date. It should be attended by the apprentice and the relevant people who have worked with the apprentice on-programme, such as the line manager/employer or mentor, the on-programme trainer/training provider and/or a senior manager (as appropriate to the business).

During the meeting, the apprentice, employer and training provider will discuss the apprentice's progress to date and confirm if the apprentice has met the full criteria of the apprenticeship standard during their on-programme training. 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 to initiate the end-point assessment process. If you require any support completing the Gateway Readiness Report, please contact your EPA Customer Engagement Manager at Highfield Assessment.

**Please note:** a copy of the standard should be available to all attendees during the gateway meeting.

### Reasonable adjustments and special considerations

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 need to ensure that the person undertaking an assessment is indeed the person they are claiming to be. All employers are therefore required to ensure that each apprentice has their identification with them on the day of the assessment so the end-point assessor can check.

Highfield Assessment will accept the following as proof of an apprentice's identity:

- a valid passport (any nationality)
- a signed UK photocard driving license
- 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 Educator apprenticeship standard

The following pages contain the early years educator apprenticeship standard and the assessment criteria in a format that is suitable for delivery.

Knowledge test
Criteria covered in knowledge test
<p><b>K1</b> The expected patterns of <b>children's development</b> from birth to 5 years, and have an understanding of further development from age 5 to 7.</p> <p><b>K2</b> The significance of <b>attachment</b> and how to promote it effectively.</p> <p><b>K3</b> A range of <b>underpinning theories</b> and <b>philosophical approaches</b> to how children learn and develop, and their influence on practice.</p> <p><b>K4</b> How children's learning and development can be affected by their stage of development and <b>individual circumstances</b> such as moving school, birth of a sibling, family breakdown and adoption and care.</p> <p><b>K5</b> The importance of <b>promoting</b> diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.</p> <p><b>K6</b> The importance to children's <b>holistic development</b> of: - speech, language and communication - personal, social and emotional development and physical development.</p> <p><b>K7</b> <b>Systematic synthetic phonics</b> in the teaching of reading, and a range of <b>strategies for developing early literacy and mathematics</b>.</p> <p><b>K8</b> The <b>potential effects</b> of, and how to prepare and support children through, <b>transitions and significant events</b> in their lives.</p> <p><b>K9</b> The current early education curriculum requirements such as the <b>Early Years Foundation Stage</b>.</p> <p><b>K11</b> <b>The importance of undertaking continued professional development</b> to improve own skills and early years practice.</p> <p><b>K12</b> The <b>legal requirements</b> and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p><b>K13</b> Why <b>health and well-being</b> is important for babies and children.</p> <p><b>K14</b> How to <b>respond</b> to <b>accidents, injuries</b> and <b>emergency situations</b>.</p> <p><b>K15</b> <b>Safeguarding</b> policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. <b>Types of abuse</b> include domestic, <b>neglect, physical, emotional</b> and <b>sexual</b>.</p>

### Amplification and guidance

- **Children's development** could include:
  - cognitive
  - speech, language and communication
  - physical, social and emotional
  - literacy and numeracy
  - neurological and brain development, pre and post-natal
  - could be broken down into the following age ranges:
    - birth to 3 months – babies are trying to understand the world around them and development is rapid.
    - 3 to 6 months – have more control over their arms and legs, enjoys turning from side to side and onto their tummy. At this stage they like to bang objects and put them in their mouth.
    - 6 to 9 months – can now sit up without help, can move and crawl. Some children can stand by the end of the 9 months. They make increased speech noises and babbling gets more controlled.
    - 9 to 12 months – they are very active and want to be involved in everything. They have improved hand-eye co-ordination, and they can walk while holding onto furniture and some can stand briefly without support. They can start to recognise between 20 and 50 words.
    - 1 to 2 years – sitting up is easy and they have an increase in memory, concentration and are more focused. They can play with blocks and use a spoon when eating. They can put together 2 words, such as 'my juice' and will have around 200 words in their vocabulary.
    - 2 to 3 years – starting to ask 'what' and 'why' and use what they know to solve problems. They have better hand-eye co-ordination.
    - 3 to 4 years – can use a tricycle and other wheeled toys. They respond to music and start to show dancing. Can use a toothbrush and scissors. Sentences can now contain 4 or 5 words. Can remember songs and rhymes and may even be able to recite some numbers. They now join in games in small groups and begin to understand the concept of sharing and turn-taking.
    - 4 to 5 years – show greater self-control. Can mostly dress, feed and wash themselves. They know right and wrong and what a lie is. Pretend play is complex and sophisticated. They have a basic grasp of numbers, colours, size and time. They like to initiate conversations with others, and they are making new friends.

- 5 to 7 years – understand long instructions, feelings and descriptive words. Increase in motor skills to support independence with activities such as, fastening buttons, and throwing and catching. Can pay attention for longer periods.
- **Attachment** is an emotional bond between 2 people in which each seeks closeness and feels more secure when in the presence of the other person. Different types of attachments include secure, insecure resistant and insecure avoidant. Attachment theorists could include:
  - John Bowlby
  - Mary Ainsworth
- **Underpinning theories** could include:
  - Jean Piaget – Cognitive Development Theory
  - Lev Vygotsky – Social Development Theory
  - John Bowlby – Attachment Theory
  - Erik Erikson – Psychosocial Theory
  - Sigmund Freud – Psychoanalytic Theory
  - Tina Bruce – Free-flow Play Theory
  - Albert Bandura – Social Learning Theory
  - Jerome Bruner – Spiral Curriculum
- **Philosophical approaches** could include:
  - Waldorf Steiner
  - Forest School
  - Reggio Emilia
  - Montessori Education
  - Friedrich Froebel Trust
- **Individual circumstances** could include personal and external circumstances, such as:

- ill health and/or disability
- loss or death of a significant person
- birth of a sibling
- moving house or school
- becoming a looked-after child, adoption and care
- family stress and breakdown
- inadequate housing and environment
- poverty
- parental choices
- exposure to abuse
- friendships and family relationships

- **Promoting** – how this is completed in the setting through could include:

- Fostering respect for other cultures
- Taking pride in their ethnicity
- Empowering children to have independence
- Working with other professionals for support
- Policies and procedures
- British values

- **Holistic development** is an approach to children's overall learning and development that focuses on the well-being and independence of the child in relation to their physical, speech, language and communication, social and emotional, intellectual growth and spiritual well-being. This could include:

- fine motor skills
- gross motor skills
- role-play and play
- sensorimotor skills

- **Systematic synthetic phonics** is a research-backed, structured method for teaching children to read. This approach helps children understand the connections between the sounds (phonemes) in spoken language and the letters or letter combinations (graphemes) in written language.
- **Strategies for developing early literacy and mathematics** could include:
  - labelling storage with words, pictures or numbers
  - story time or sharing books each day with children
  - role modelling – communication and language
  - using appropriate mathematical language
  - visual displays with appropriate words, pictures or numbers
- **Potential effects** of transitions and significant events could include:
  - anxiety
  - sadness
  - excitement
  - resentment
  - regression in behaviours and/or development
  - difficulty forming attachments or bonding
  - low self-esteem
  - feeding and/or sleep problems
  - identity issues
  - insecurity
  - confusion
  - inability to explain feelings
  - lack of money available to access opportunities
  - lack of space to play and develop

- **Transitions and significant events** could include:
  - lifestyle changes - diet, exercise and health
  - moving house
  - going to school or an early years setting
  - moving from room to room within the early years setting
  - separation or divorce of parents
  - a new sibling
  - loss or death of a significant person
- **Early Years Foundation Stage (EYFS)** – setting standards for learning, development and care of children from birth to 5 years. The specific areas of the EYFS are literacy, mathematics, understanding the world and expressive arts and design. The prime areas are personal, social and emotional development, and communication and language and physical development.
- **The importance of undertaking continued professional development** – increases understanding, knowledge, skills and personal qualities to develop as an educator through both internal and external courses. Learning is ongoing. Theorists could include:
  - Gibbs' Reflective Cycle
    - Description
    - Feelings
    - Evaluation
    - Analysis
    - Conclusion
    - Action plan
  - Kolb's Experiential Cycle
    - Concrete experience
    - Reflective observation
    - Abstract conceptualisation
    - Active experimentation



- Schön's Reflective Model

- Reflection in action
- Reflection on action

- **Legal requirements** could include:

- Health and Safety at Work etc. Act
- The Data Protection Act
- Early Years Foundation Stage (EYFS) Statutory Framework
- Children Act
- Equality legislation
- The Children and Families Act
- United Nations Convention on the Rights of the Child
- Human Rights Act
- Policies and procedures of setting
- Duty of care
- Security measures within and outside of the setting, such as for visitors and outings

- **Health and well-being** could include:

- mobility
- self-esteem
- interaction and socialisation
- emotional health
- independence
- co-ordination
- rest and sleep
- long-term medical issues
- diet and exercise
- shared mealtimes/The Eatwell Plate

- **Respond**

- Immediately - know and carry out evacuation plans and/or lockdown procedures, as well as setting procedures for accidents, illnesses and incidents
- After an event - how to record, report and share information on incidents using correct paperwork, and working with others

- **Accidents** could include:

- trips and falls
- burns and scalds
- swallowing chemicals
- anaphylaxis

- **Injuries** could include:

- stings and bites
- choking
- non-emergency injuries – splinters, pulled muscles or sprains
- foreign objects in nose, ears and/or eyes
- bleeding and wounds

- **Emergency situations** could include:

- gas leak
- bomb threat
- fire or flood
- broken bones
- dislocations
- electrical injuries
- a missing child
- intruder in setting or grounds

- an unresponsive child

- **Safeguarding** – the action to protect all children who are at risk of suffering harm and abuse, suffering harm and abuse or who are likely to suffer from harm and abuse, and taking appropriate action, such as recording/reporting injuries and/or safeguarding concerns, including circumstances where sharing without consent is necessary. Safeguarding policies and their legal frameworks could include:

- Whistleblowing policy
- Information sharing
- Keeping children safe in education
- Working together to safeguard children
- Children Act
- Children and Families Act
- Early Years Foundation Stage (EYFS)
- Prevent duty
- Confidentiality policies regarding reporting concerns both oral and written
- Camera and phone policies
- Visitor policies
- Adult to child ratios
- Disclosure and Barring Service (DBS) checks

- **Types of abuse** could include:

- physical
- emotional
- sexual
- domestic
- neglect
- grooming
- trafficking
- female genital mutilation (FGM)

- criminal exploitation and gangs
- bullying and cyberbullying
- breast ironing
- honour based abuse
- forced marriage
- 
- **Neglect** could include:
  - failure to attend medical appointments
  - very wet and soiled nappies or clothing
  - unkempt appearance, for example, clothes not washed or not fitting
  - low attendance at nursery
  - parents' failure to communicate or engage with nursery education
- **Physical** signs could include:
  - bruises
  - burns or scalds
  - bite marks
  - broken bones
- **Emotional** signs could include:
  - struggling to control their emotions
  - change in behaviour
  - may act in a way that is inappropriate for their age
  - may struggle to form attachments with care giver
- **Sexual** signs could include:
  - reporting bleeding, discharge or soreness in their genital area

- change in behaviour
- change in mood
- sexual behaviour or language not appropriate for their age

### Professional discussion underpinned by a portfolio

Knowledge	Skills	Behaviours
<p><b>K2</b> The significance of attachment and how to promote it effectively.</p> <p><b>K4</b> How children's learning and development can be affected by their <b>stage of development</b> and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.</p> <p><b>K5</b> The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.</p> <p><b>K8</b> The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.</p> <p><b>K10</b> When a child is in need of additional support such as where a child's progress is less than expected. How to assess within the current early years' education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/ or carers.</p>	<p><b>S1</b> Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures.</p> <p><b>S2</b> Promote <b>equality of opportunity</b> and <b>anti-discriminatory practice</b>.</p> <p><b>S3</b> Plan and lead activities, <b>purposeful play</b> opportunities and educational programmes which include the learning and development areas of <b>current early education curriculum requirements</b>.</p> <p><b>S4</b> Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child.</p> <p><b>S5</b> Provide <b>learning experiences</b>, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.</p>	<p><b>B1</b> Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge <b>poor practice</b>.</p> <p><b>B2</b> Being team-focused - work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience.</p> <p><b>B3</b> Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.</p> <p><b>B4</b> Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p> <p><b>B5</b> Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential.</p>

<p><b>K12</b> The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p><b>K15</b> Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.</p> <p><b>K16</b> How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.</p>	<p><b>S6</b> Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.</p> <p><b>S7</b> Engage in effective <b>strategies to develop and extend children's learning and thinking</b>, including <b>sustained shared thinking</b>.</p> <p><b>S8</b> Support and promote children's speech, language and communication development.</p> <p><b>S9</b> Support children's group learning and socialisation.</p> <p><b>S10</b> Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.</p> <p><b>S11</b> Support children to manage their own behaviour in relation to others.</p> <p><b>S12</b> Plan and provide activities to meet <b>additional needs</b>, working in partnership with parents and/or carers and other professionals, where appropriate.</p> <p><b>S13</b> Carry out and record observational assessment accurately.</p> <p><b>S14</b> Identify the needs, interests and stages of development of individual children.</p> <p><b>S15</b> Make use of <b>formative</b> and <b>summative</b> assessment, tracking children's progress to plan next steps and shape learning opportunities.</p>	<p><b>B6</b> Working practice take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p>
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	<p><b>S16</b> Discuss children's progress and plan next stages in their learning with the <b>key person</b>, colleagues, parents and/or carers.</p> <p><b>S17</b> Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals.</p> <p><b>S18</b> Engage in continuing professional development and <b>reflective practice</b> to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages).</p> <p><b>S19</b> Plan and carry out <b>physical care routines</b> suitable to the age, stage and needs of the child.</p> <p><b>S20</b> Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day.</p> <p><b>S21</b> Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.</p>	
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	<p><b>S22</b> Carry out risk assessment and risk management in line with policies and procedures.</p> <p><b>S23</b> Maintain accurate and coherent <b>records and reports</b> and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural.</p> <p><b>S24</b> Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p><b>S25</b> Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p> <p><b>S26</b> Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development.</p> <p><b>S27</b> Encourage parents and/or carers to take an active role in the child's play, learning and development.</p>	
Pass criteria		Distinction criteria
<p><b>PD1</b> Provides evidence of how they have <b>modelled</b> and promoted positive behaviours (for example, turn-taking) in their day-to-day <b>practice</b> and shows evidence of the positive effect on children's behaviour as a result. (S10, S11)</p>		<p><b>PD26</b> <i>Provides evidence of having used more than two <b>behaviour management strategies</b> to promote positive behaviours, detailing why different strategies were chosen and explaining how these were</i></p>



<p><b>PD2 Communicates</b> with, and provides 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 <b>valuable contribution</b> they make to the child's health, well-being, learning and development. Plans the next stages of development with the <b>key person</b>. (K2, K4, K8, S16, S26, S27, B1, B2, B3, B4)</p> <p><b>PD3</b> Able to explain how the planning and leading of activities and <b>purposeful play</b> opportunities have been approached to reflect the learning and development areas of the <b>current early education curriculum requirements</b>, in order to move the children's learning to the next stage of development. (S3, B4)</p> <p><b>PD4</b> Able to explain the child's stage and how they use this knowledge to approach planning of <b>activities</b> in order to support children's wellbeing and independence, in line with their <b>individual needs and circumstances</b>, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning. (K2, K4, K8, S4, S14, B1, B4)</p> <p><b>PD5</b> Evidences using <b>age-related expectations</b>, knowledge of <b>stage of development</b> and the individual needs of the child to provide a range of appropriate <b>learning experiences</b>, environments and opportunities. (K4, S5, S14, B1, B4)</p> <p><b>PD6</b> 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 <b>experiences</b>. (S6, B1, B4)</p> <p><b>PD7</b> Uses their knowledge of the children in their care to plan and support group learning, <b>being sensitive to the needs of each child</b> in order to</p>	<p><i>successful in supporting children to manage their own behaviour. (S10, S11)</i></p> <p><b>PD27</b> <i>Establishes and maintains effective <b>partnership working</b> 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 <b>effective parental involvement</b> that has improved and contributed to a child's health, wellbeing learning and development. (K2, K4, K8, S16, S26, S27, B1, B2, B3, B4)</i></p> <p><b>PD28</b> <i>Can evidence how curriculum based planning and leading of activities has led to <b>accelerated progression</b> in the child's learning, e.g. using observations, planning and documents. (S3, B4)</i></p> <p><b>PD29</b> <i>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). (K2, K4, K8, S4, S14, B1, B4)</i></p> <p><b>PD30</b> <i>Demonstrates having provided varied <b>learning experiences</b>, incorporating new ways of learning and experiences, informed by their knowledge of <b>areas of learning</b>, and evidence how these have successfully engaged, enthused and motivated children to learn. (K4, S5, S14, B1, B4)</i></p> <p><b>PD31</b> <i>Able to evidence more than two strategies used to promote <b>sustained shared thinking</b> for children with different needs/backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children. (S7, B1, B4)</i></p> <p><b>PD32</b> <i>Evidences that children have made progress as a result of accurate assessments being completed. (K10, S13, S15, S23, B4)</i></p>
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<p>support socialisation, improving the child's confidence in social situations. (K2, S9, B1, B4, B6)</p> <p><b>PD8</b> Uses effective strategies that deepens a child's understanding. Can explain the benefit of <b>sustained shared thinking</b> and evidence the planning of activities that demonstrate how the strategies are implemented. (S7, B1, B4)</p> <p><b>PD9</b> Completes <b>formative</b> and <b>summative</b> assessments in the <b>required format</b>. Uses <b>assessment data</b> to inform next steps and planning. (K10, S13, S15, S23, B4)</p> <p><b>PD10</b> Uses <b>strategies to support children in relation to individual circumstances</b> such as the needs of children with English as an additional language, family breakdown, birth of a sibling. (K4, K8, K10, S1, B1, B3, B4, B5, B6)</p> <p><b>PD11</b> Maintains accurate and coherent <b>records and reports</b>. (S23)</p> <p><b>PD12</b> Carries out and records <b>appropriate observational assessment</b> accurately across a range of contexts. (S13)</p> <p><b>PD13</b> Complies with appropriate <b>safeguarding and data protection policies</b>. Can provide an example of when it would be appropriate to share information. (K15, S23, B3)</p> <p><b>PD14</b> Works and contributes effectively within the immediate and <b>wider team</b> to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge <b>poor practice</b>. (S25, B1, B2)</p> <p><b>PD15</b> Supports children that have <b>additional needs</b> and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals. (K8, K10, S12, B5)</p>	<p><b>PD33</b> <i>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 <b>theory</b> or strategy. (S13)</i></p> <p><b>PD34</b> <i>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. (K15, S23, B3)</i></p> <p><b>PD35</b> <i>Identifies children with additional needs and implements <b>strategies for early intervention</b> that include working effectively with parents/carers and professionals. (K8, K10, S12, B5)</i></p> <p><b>PD36</b> <i>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. (K15, S24, B1, B2, B3)</i></p> <p><b>PD37</b> <i>Has suggestions to improve <b>practice in relation to Health and Safety</b>. (K12, S24, B4)</i></p> <p><b>PD38</b> <i>Has an excellent understanding of the <b>menus in the setting</b>, is able to explain why children are offered <b>different types of meals</b>. Plans and carries out activities that promote Healthy Lifestyles and uses <b>strategies to support practitioners in terms of promoting a healthy lifestyle</b>, including barriers to healthy eating. (K16, S20)</i></p> <p><b>PD39</b> <i>Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities. (K16, S21)</i></p>
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<p><b>PD16</b> 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. (K15, S24, B1, B2, B3)</p> <p><b>PD17</b> Actively demonstrates the importance of <b>Health and Safety systems</b> in the workplace. (K12, S24, B4)</p> <p><b>PD18</b> Actively promotes <b>equality of opportunity</b> and <b>anti-discriminatory practice</b> through meeting parents and children's individual needs and celebrating diversity. (K5, S2, B5, B6)</p> <p><b>PD19</b> Effectively supports children to develop their <b>communication and language skills</b>. For example, supports children to express vocabulary, and develop own narratives and explanations. (S8, B4)</p> <p><b>PD20</b> Plans and carries out <b>physical care routines</b> to meet a child's individual needs, including appropriate infection control measures. (K16, S19, B1)</p> <p><b>PD21</b> 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. (K16, S20)</p> <p><b>PD22</b> 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. (K16, S21)</p>	
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<p><b>PD23</b> Undertakes ongoing <b>continuous professional development</b> and <b>reflective practice</b>. Actively seeks new opportunities to develop that have a positive impact on the <b>learning outcomes</b> for the children. (S18)</p> <p><b>PD24</b> Communicates effectively through written and oral means throughout day-to-day practice. Is able to demonstrate how the <b>communication strategy</b> is altered depending on the target audience, for example parents, carers, professionals, children and children with additional needs. (S17)</p> <p><b>PD25</b> Undertakes <b>risk assessments</b> within the setting. (S22)</p>	
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Stage of development</b> is an age period when individual needs, behaviours, experiences, and abilities are common in 1 age group.</li> <li>• <b>Equality of opportunity</b> – to ensure all parents and children are treated fairly, protect their rights, and provide the same opportunities regardless of their protected characteristics.</li> <li>• <b>Anti-discriminatory practice</b> – to challenge when someone has been treated unfairly and/or has experienced prejudice, harassment, victimisation, or stereotyping. Regulations could include: <ul style="list-style-type: none"> <li>○ Equality legislation</li> <li>○ The Early Years Foundation Stage (EYFS) Statutory Framework</li> <li>○ British values</li> <li>○ The United Nations Convention on the Rights of the Child</li> <li>○ The Special Educational Needs and Disability (SEND) Code of Practice 0-25 years</li> <li>○ Children and Families Act</li> </ul> </li> <li>• <b>Purposeful play</b> is focused play that actively seeks to strengthen a child's development growth.</li> </ul>	

- **Current early education curriculum requirements** are requirements that childminders or childcare providers must follow for the learning, development and care of children from birth to 5 years old (EYFS framework).
- **Learning experiences** – where a child is provided with activities to support the individual needs, interests, learning and development of the child.
- **Strategies to develop and extend children’s learning and thinking**, could include:
  - asking open-ended questions
  - feedback
  - modelling
  - showing a genuine interest
  - encouraging
  - suggesting or giving an alternative viewpoint
- **Sustained shared thinking** – involves children and early years educators working together in an intellectual way to discuss and think about problems and challenges, evaluate an activity, refine a concept and extend a narrative to expand a child’s understanding.
- **Additional needs** – when a child has a health condition or developmental delay or need that impacts their everyday life. This could include:
  - developmental
  - physical
  - learning
  - behavioural
  - sensory
- **Formative** – a formative assessment means an assessment to inform planning, which is based on the observations of the child.

- **Summative** – a summative assessment provides an overall summary of a child’s learning and development progress at a particular point in time.
- **Key person** – an individual who is an important role model for the child, who the child can relate to and rely on. The key person is responsible for ensuring the child progresses in their development and maintains a good level of health and well-being while in the early years setting.
- **Reflective practice** – a process of thinking, evaluating and analysing your early years practice with the aim to challenge, change, improve and further develop your skills and knowledge.
- **Physical care routines** could include:
  - toileting and nappy changing
  - handwashing
  - oral care
  - skin care, including the skin around the nappy
  - rest, quiet time or sleep
  - provision for exposure to sunlight and low temperatures
  - hair care
  - feeding
- **Records and reports** could be:
  - assessments
  - risk assessments
  - daily diaries
  - medical records
  - referral forms
- **Poor practice** – where a child’s safeguarding and learning and development needs are not met by the immediate and wider team.

- **Modelled** – demonstrate to the children in your care how to deal with challenging situations such as turn taking, problem solving, attention skills and communicating appropriately.
- **Practice** relates to how you put your principles of promoting positive behaviour into action by working together with children, their families and within the community.
- **Communicates** – the methods you use to share information with parents and/or carers. This could include:
  - daily diary
  - discussion at the beginning or end of a child's day
  - newsletters
  - online nursery apps
- **Valuable contribution** – parents to participate in the agreed strategies to support their child's health, well-being, and learning and development.
- **Activities** – to support children's well-being and independence could include:
  - self-service at mealtimes
  - self-care such as handwashing, dressing and toileting
  - tidying up
  - stories about feelings, self-care and behaviour
  - active movement
- **Individual needs and circumstances** – a child may have a variety of individual needs and experience a variety of different circumstances. All of which may need to be considered when planning activities to support their well-being and independence. These could include:
  - physical needs such as health or disability
  - additional learning needs, such as attention deficit hyperactivity disorder (ADHD), autism and delayed language development

- emotional needs such as shyness, or being reserved, preferring one-to-one interaction
  - cultural and language backgrounds
  - child's interests, skills and talents
  - exposure to abuse
  - family stress and breakdown
  - inadequate housing and environment
  - lack of preventative health care
  - poor nutrition
  - poverty
  - birth of a sibling
  - loss or death of a significant person
  - looked after children (LAC)
- **Age-related expectations** – the expected sequence and rate of a child's development.
  - **Experiences** – the types of experiences you could include to encourage children's participation should first consider the needs and interests of the child. These experiences could include:
    - storytelling with props
    - role-play
    - sensory activities
    - free play
    - letting the children choose using a choices book/board
  - **Being sensitive to the needs of each child** – each child will have individual needs to consider when delivering group learning. These needs could include:
    - disability
    - cultural and religious beliefs
    - language



- stage of development
- child interests
- friendships
- behaviour
- confidence
- **Required format** – links to the characteristics of effective learning and the prime and specific areas of learning. These could include:
  - characteristics of effective learning, such as:
    - playing and exploring
    - active learning
    - creative and critical thinking
  - prime areas of learning:
    - communication and language
    - physical development
    - personal, social and emotional development
  - specific areas of learning:
    - literacy
    - mathematics
    - understanding of the world
    - expressive arts and design
- **Assessment data** – the information collected from the formative and summative assessment.
- **Strategies to support children in relation to individual circumstances**, could include:
  - learn everyday words in the child's home language
  - ongoing partnerships with parents
  - provide books and labels in the child's home language

- read stories about family changes, for example, having 2 families who live separate, the birth of a new family member or losing a family member
- provide opportunities for the child to share their feelings
- **Appropriate observational assessment** is where an early year's educator observes a child's achievements, interests and learning styles. Using the information collected, through a variety of methods, the educator completes an assessment of the child's learning and development to identify any learning priorities.
- **Safeguarding and data protection policies** – to follow the early years setting policies and procedures in relation to the safeguarding and data protection of children. These could include:
  - early years setting policies:
    - General Data Protection Regulation (GPDR)
    - Safeguarding children policy
    - Health and safety policy
    - Risk assessment policy
    - Administering medicine policy
    - Accident and emergency procedure
    - Illness/infection disease and exclusion
    - Complaints procedure
  - statutory guidance:
    - Working together to safeguard children
    - The Early Years Foundation Stage (EYFS) Statutory Framework
  - non-statutory guidance:
    - What to do if you are worried a child is being abused
    - Information Sharing: Advice for educators providing safeguarding services to children, young people, parents, and carers
    - Early years educators: using cyber security to protect your settings
- **Wider team** could include:

- health professionals – GPs, paediatricians, child and adolescent mental health services and health visitors
- educational psychologists
- speech and language therapists
- parent support workers
- specialist teachers
- social workers
  
- **Health and safety systems** in the workplace could include:
  - Carry out regular risk assessments
  - Ensure the correct manual handling procedures are carried out
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
  - Awareness of fire safety and complete fire risk assessments
  - Knowledge of the emergency evacuation and other emergency procedures
  - The Control of Substances Hazardous to Health Regulations (COSHH)
  
- **Communication and language skills** to consider:
  - Listening, attention and understanding skills
  - Speaking
  - English as an additional language
  - Disability
  
- **Continuous professional development** – learning which increases your knowledge, skills, understanding and personal qualities to be able to perform the early years educator responsibilities and duties.
  
- **Learning outcomes** –the learning outcomes are stated in the 7 areas of learning within the Early Years Foundation Stage (EYFS) regarding what a child is expected to achieve at a particular age.
  
- **Communication strategy** – how you adapt your communication skills to suit your audience. This could be:

- listening
- being low at child level
- being considerate of other people's feelings and moods
- eye contact
- body language
- being professional
- consider cultural differences
  
- **Risk assessments** could be completed for:
  - nursery room/building
  - garden
  - individual child
  - outings
  
- **Behaviour management strategies** – methods used to promote positive behaviour in the early years setting. This could include:
  - rewarding good behaviour
  - asking for the behaviour you would like
  - making the consequences clear
  - taking note of the child's triggers
  - talking about feelings
  - being a role model
  
- **Partnership working** – working with families and professionals to make improvements to the setting and the outcomes for the children and their families. Professionals could include:
  - special educational needs coordinators
  - specialist teachers
  - social services
  - general practitioners (GP)

- paediatricians
- health visitors
- speech and language therapists
- educational psychologists
- **Effective parental involvement** – a good level of parental involvement in working with the setting and other professionals, which has made a difference to the child's overall health, well-being, learning and development. Parental involvement could include:
  - parents attending medical appointments
  - parents implementing the strategies agreed with the settings and professionals at home
- **Accelerated progression** – where a child makes significant progress in their learning and development.
- **Areas of learning** – the areas of learning are:
  - communication and language
  - physical development
  - personal, social and emotional development
  - literacy
  - mathematics
  - understanding of the world
  - expressive arts and design
- **Theory** could include:
  - Jean Piaget – Cognitive Development
  - Lev Vygotsky – Sociocultural Theory of Cognitive Development
  - B.F. Skinner – Operant Conditioning
  - John Bowlby – Attachment Theory
  - Frederick Froebel – Play Theory
  - Dr Maria Montessori – The Montessori Method

- Sigmund Freud – Theory of Psychosexual Development
- Tina Bruce – Free Flow Play
- **Strategies of early intervention** could include:
  - Implementing Special Educational Needs Coordinator (SENCO) strategies
  - Working in partnership with parents
  - Educational Health Care Plan
- **Practice in relation to health and safety** – seek to improve how to manage health and safety in the workplace. The health and safety regulations that the early year setting must comply to, could include:
  - The Health and Safety at Work etc. Act
  - Childcare Act
  - Manual Handling Operations Regulations
  - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
  - The Food Hygiene Regulations
  - The Early Years Foundation Stage (EYFS) Statutory Framework
  - Control of Substances Hazardous to Health Regulations (COSHH)
- **Menus in the setting** need to consider:
  - how the meals meet the current government dietary recommendations for the age groups the setting provides for
  - how the setting meets the children’s dietary requirements in relation to their cultural, religious and health needs
- **Different types of meals** – a variety of meals should be offered to the children in the setting to suit their age, preferences, cultural, religious and health needs.
- **Strategies to support practitioners in terms of promoting a healthy lifestyle**, could include:
  - promoting healthy eating
  - growing fruit and vegetables in the setting

- cooking with the children
- physical activities
- activities in relation to children developing an understanding of healthy living and how to be responsible for their own personal health
- acting as a good role model
- engaging parents in promoting healthy lifestyles

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## Assessment summary

The end-point assessment for the Early Years Educator apprenticeship standard is made up of 2 components.

1. A 60-minute knowledge test consisting of 35 multiple-choice questions
2. A 90-minute professional discussion underpinned by a portfolio

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 overall grade will be determined using the combined grade from all assessment methods.

### Knowledge test

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The total marks available for the knowledge test are 35.

- To achieve a **pass**, apprentices will score at least 23 out of 35. Of these, 5 questions relating to safeguarding (K15) must be answered correctly.
- **Unsuccessful** apprentices will have scored 22 or below or failed to pass the 5 questions relating to the safeguarding criteria (K15).

The test may be delivered online or be paper-based and should be in a 'controlled' environment.

### Professional discussion underpinned by a portfolio

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The professional discussion may be conducted using technology such as video link, as long as fair assessment conditions can be maintained.

- To achieve a pass, **all** the pass criteria must be achieved.
- To achieve a distinction, 10 of the distinction criteria must be achieved, in addition to **all** the pass criteria.
- **Unsuccessful** apprentices will not have achieved all of the pass criteria



## Grading

All EPA methods must be passed for the EPA to be passed overall. To achieve an overall pass, a pass must be achieved in both the knowledge test and professional discussion. To achieve an overall distinction, a pass must be achieved in the test and an overall distinction achieved in the professional discussion. The grade will be determined as per the table below:

<b>Knowledge test</b>	<b>Professional discussion underpinned by a portfolio</b>	<b>Overall grading</b>
Fail	Fail	<b>Fail</b>
Fail	Pass	<b>Fail</b>
Pass	Fail	<b>Fail</b>
Pass	Pass	<b>Pass</b>
Fail	Distinction	<b>Fail</b>
Pass	Distinction	<b>Distinction</b>

## Retake and re-sit information

Apprentices who fail one or more assessment method will be offered the opportunity to take a resit or a retake. A resit does not require further learning, whereas a retake does. 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.

Apprentices should have a supportive action plan to prepare for the resit or retake. The apprentice's employer will need to agree that either a resit or retake is an appropriate course of action. An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to resit any failed assessment methods only.

Any assessment method resit or retake must be taken during the maximum EPA period, otherwise the entire EPA must be taken again, unless in the opinion of Highfield exceptional circumstances apply outside the control of the apprentice or their employer.

Resits and retakes are not offered to apprentices wishing to move from pass to merit/distinction or merit to distinction.

Where any assessment method has to be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass, unless Highfield determines there are exceptional circumstances requiring a resit or retake.

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## Assessing the knowledge test

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Apprentices must have a maximum of 60 minutes to complete the test. The test is closed book which means that the apprentice cannot refer to reference books or materials

It will consist of 35 questions, consisting of closed response questions, with a pass mark of 23 out of 35. Of the 23 correctly answered questions, these **must** include 5 out of 5 questions relating to K15 to pass.

In each paper, questions will cover each of the areas listed in the knowledge test, however not every aspect of every area will be covered in every test.

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence.

### Before the assessment

The employer/training provider should:

- brief the apprentice on the areas that will be assessed by the knowledge test.
- in readiness for end-point assessment, set the apprentice a mock knowledge test. A test is available to download from the Highfield Assessment website. The mock tests are available as paper-based tests and also on the mock e-assessment system.

## Knowledge test criteria

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The following pages include the criteria covered by the knowledge test.

Knowledge test
<b>K1</b> The expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.
<b>K2</b> The significance of attachment and how to promote it effectively.
<b>K3</b> A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.
<b>K4</b> How children's learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care.
<b>K5</b> The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.
<b>K6</b> The importance to children's holistic development of speech, language and communication, personal, social and emotional development and physical development.
<b>K7</b> Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.
<b>K8</b> The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.
<b>K9</b> The current early education curriculum requirements such as the Early Years Foundation Stage
<b>K11</b> The importance of undertaking continued professional development to improve own skills and early years practice.
<b>K12</b> The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.
<b>K13</b> Why health and well-being is important for babies and children.
<b>K14</b> How to respond to accidents, injuries and emergency situations.
<b>K15</b> Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual.

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## Assessing the professional discussion underpinned by a portfolio

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The professional discussion will cover the assessment criteria assigned to this assessment method. It will be led by the end-point assessor and should be appropriately structured to draw out the best of the apprentice's energy, enthusiasm, competence and excellence. It will involve questions that will focus on covering any prior learning or activity.

This assessment method will allow the apprentice to evidence both the knowledge gained and its application through skills and behaviours. The underpinning portfolio also includes naturally occurring evidence, which can be probed to ensure an understanding.

Prior to the professional discussion, the assessor must have reviewed the apprentice's portfolio in preparation for this assessment. Where video-recorded observations are included within the portfolio, time should be scheduled for the assessor to view these at the employer's premises prior to the professional discussion.

The professional discussion must last for 90 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

This discussion should be a 1:1 conversation, underpinned by the portfolio. Both the assessor and the apprentice must have access to the portfolio during the discussion.

The professional discussion should take place in a quiet room, free from distractions and influence. Video conferencing can be used to conduct the professional discussion. The professional discussion can take place in either of the following:

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

### **Before the assessment:**

Employers/training providers should:

- plan the professional discussion to allow the apprentice the opportunity to demonstrate each of the required standards
- 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 underpinned by a portfolio

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Professional discussion underpinned by a portfolio criteria').

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

### Professional discussion underpinned by a portfolio mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment, and Highfield recommends that the apprentice experiences a mock professional discussion underpinned by a portfolio in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by a portfolio 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 should take place in a suitable location
- a **90-minute** time slot should be available to complete the professional discussion 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 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 structured 'open' questions that do not lead the apprentice but allow them to express their knowledge and experience in a calm and comfortable manner.

For example:

- professional discussion
  - Explain how you have modelled and promoted positive behaviours.
  - Explain how you communicate with parents/carers and provide them with information on how their child is progressing.
  - How do you plan and lead activities and purposeful play to move children's learning to the next stage of development?
  - How do you encourage children's participation through adult-led activities?
  - How do you promote healthy lifestyles through various activities?
  - What continuous professional development opportunities do you partake in to better your knowledge and understanding?
  - How do you maintain effective partnership working to improve provisions within the setting?
  - Provide an example of an observational assessment method you have used in practice.

## Professional discussion underpinned by a portfolio criteria

Throughout the 90-minute professional discussion, the assessor will review the apprentice's competence in the criteria outlined below.

Professional discussion underpinned by a portfolio	
To pass, the following must be evidenced.	
<b>PD1</b>	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. (S10, S11)
<b>PD2</b>	Communicates with, and provides 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. (K2, K4, K8, S16, S26, S27, B1, B2, B3, B4)
<b>PD3</b>	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. (S3, B4)
<b>PD4</b>	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. (K2, K4, K8, S4, S14, B1, B4)
<b>PD5</b>	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. (K4, S5, S14, B1, B4)
<b>PD6</b>	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. (S6, B1, B4)
<b>PD7</b>	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. (K2, S9, B1, B4, B6)
<b>PD8</b>	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. (S7, B1, B4)
<b>PD9</b>	Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning. (K10, S13, S15, S23, B4)
<b>PD10</b>	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. (K4, K8, K10, S1, B1, B3, B4, B5, B6)
<b>PD11</b>	Maintains accurate and coherent records and reports. (S23)



- PD12** Carries out and records appropriate observational assessment accurately across a range of contexts. (S13)
- PD13** Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information. (K15, S23, B3)
- PD14** 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. (S25, B1, B2)
- PD15** Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals. (K8, K10, S12, B5)
- PD16** 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. (K15, S24, B1, B2, B3)
- PD17** Actively demonstrates the importance of Health and Safety systems in the workplace. (K12, S24, B4)
- PD18** Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity. (K5, S2, B5, B6)
- PD19** Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations. (S8, B4)
- PD20** Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures. (K16, S19, B1)
- PD21** 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. (K16, S20)
- PD22** 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. (K16, S21)
- PD23** 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. (S18)
- PD24** 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. (S17)
- PD25** Undertakes risk assessments within the setting. (S22)

**To gain a distinction, the following must be evidenced.**

- PD26** 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. (S10, S11)
- PD27** 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. (K2, K4, K8, S16, S26, S27, B1, B2, B3, B4)
- PD28** 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. (S3, B4)
- PD29** 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). (K2, K4, K8, S4, S14, B1, B4)
- PD30** 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. (K4, S5, S14, B1, B4)
- PD31** 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. (S7, B1, B4)
- PD32** Evidences that children have made progress as a result of accurate assessments being completed. (K10, S13, S15, S23, B4)
- PD33** 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. (S13)
- PD34** 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. (K15, S23, B3)
- PD35** Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals. (K8, K10, S12, B5)
- PD36** 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. (K15, S24, B1, B2, B3)
- PD37** Has suggestions to improve practice in relation to Health and Safety. (K12, S24, B4)
- PD38** 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. (K16, S20)*

**PD39** *Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities. (K16, S21)*

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