

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

Apprentice Details

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| Name | |
| Employer | |
| Training Provider | |

Portfolio of evidence

It is a requirement of this assessment plan that a portfolio of evidence is submitted at Gateway to support the professional discussion. This is not assessed. Please see the EPA-kit for more information on the requirements for the portfolio of evidence.

Please indicate below which piece of evidence is mapped to each KSB covered in the professional discussion. Please use the same reference as the file name to ensure the correct piece of evidence can be located.

Core

| KSB | Evidence reference | Evidence location |
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| K2: How individual children learn and develop from conception to 8 years in relation to typical and atypical neurological, cognitive, social, emotional, behavioural, communication and physical development within the social, cultural context and the impact of this on their future. (CD1, CD5) | | |
| K3: Factors that have an impact upon health, well-being and early learning that can affect children from conception to 8 years and how children and families can make healthy and effective life choices. (CD2, CD5) | | |
| K4: Theories of self-regulation, resilience and well-being and the impact of adverse early childhood experiences. (HW1) | | |

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| K6: Local and national child protection and safeguarding statutory and non-statutory frameworks, policies and procedures in practice, how to identify when a child is at risk, and how to challenge in order to protect them. This includes understanding the role of the designated lead for safeguarding and assimilating findings of reviews of serious cases. (LG1, LG6) | | |
| K7: Current and emerging theories of attachment and how these relate to promoting relationships effectively such as the key person approach. (CD3) | | |
| K8: The importance of the social cultural context on the learning and development of the child and the influence parents, families and carers have within the home learning environment and the complexities of the family situation. (CD4) | | |
| K10: Strategies to effect collaborative approaches to working with parents, carers, colleagues, professional bodies and multi agencies. (LG2) | | |
| K11: The importance of play and the theoretical perspectives of play and its impact on a child's learning and development. (OA1, OA4) | | |
| K12: How to stimulate children's creativity and curiosity and why and how this enables enquiry based active learning. (OA1, OA4) | | |
| K13: A wide range of underpinning theories from physiological, neurological, developmental and education and how these can be incorporated to develop own pedagogy. (CPD3) | | |
| K14: The intent, implementation and impact of all provided experiences and opportunities for children informed by the setting's curriculum and pedagogy. (HW2, HW4) | | |
| K15: The importance and impact of design, resources and engagement within indoor and outdoor environments to enable learning and development. (OA3) | | |

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| K16: How planning cycles inform and improve practice and the principles of individual needs-based assessment for effective early intervention for all children responsive to typical and atypical needs and development. (OA2) | | |
| K17: How to promote inclusion, equality and diversity in the sector and why it is essential. (LG3, <i>LG7</i>) | | |
| K19: Principles of reflection in influencing early years practice with a commitment to life-long learning including continual professional development and action research. (CPD1, <i>CPD4</i>) | | |
| K20: Ways to use, record and store data and information securely and in line with data protection legislation, confidentiality requirements and local and national policies, including the safe use of digital technology to communicate effectively in both oral and written English. (LG4) | | |
| K21: The current and relevant policy, statutory and non-statutory guidance and legal requirements as appropriate to the sector within; local, national, historical and global contexts including SEND. The impact of these contexts on effective provision. (LG1) | | |
| K22: Principles of sustainability and efficient use of resources, in line with recycling, reuse, and safe disposal of waste. (LG5) | | |
| S2: Develop, model and implement strategies to support the emotional, social, psychological, physical and cultural needs of all children within the educational setting. (HW2, <i>HW4</i>) | | |
| S4: Support children to engage in a range of learning contexts such as individual, small groups and larger groups as appropriate for their play and support confidence within social experiences. (OA1, <i>OA4</i>) | | |
| S6: Promote, model and support children and families to develop a healthy approach to making choices relating to personal care including eating, sleeping and physical activity. (HW3) | | |

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| S7: Analyse and articulate how all children's individual learning can be affected by their current developmental capabilities, characteristics and individual circumstances taking into account all factors contributing to typical and atypical development. (CD2, CD5) | | |
| S10: Competently action and carry out safeguarding procedures, using their professional curiosity, knowledge, insight and understanding. (LG1, LG6) | | |
| S11: Explore and understand, challenge and question; knowing when to act to safeguard and protect children. (LG1, LG6) | | |
| S14: Cultivate professional partnerships with parents, carers, colleagues and other professionals, presenting their understanding of the child's journey within multidisciplinary teams to holistically support the child's individual needs. (LG2) | | |
| S15: Demonstrate the importance of the home learning environment, developing an effective and collaborative partnership to enhance opportunities for the child. (CD4) | | |
| S19: Make use of formative and summative assessment, tracking children's progress to plan for future learning possibilities including early interventions based on individual developmental needs. (OA2) | | |
| S24: Use reflection to develop themselves both professionally and personally to enhance their practice. (CPD2, CPD4) | | |
| S25: Ensure the security and confidentiality of data, records and information in line with current legislation. (LG4) | | |
| S27: Apply the principles of sustainability and segregate used resources for reuse, recycling, and safe disposal. (LG5) | | |
| B1: Ethical, fair, consistent and impartial, valuing equality and diversity at all times within professional boundaries. (LG3, LG7) | | |
| B6: Reflective practitioner, receptive and open to challenge and constructive criticism. (CPD2, CPD4) | | |

Apprentice Declaration

I confirm that the evidence contained in this portfolio of evidence is all my own work and any assistance given and/or sources used have been acknowledged.

| Signed by apprentice (name) | Signature | Date |
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Employer Declaration

I confirm that the portfolio of evidence is valid and attributable to the apprentice.

| Signed on behalf of employer (name) | Signature | Date |
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