

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

Apprentice Details

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

КЅВ	Evidence reference	Evidence location
K2 : The significance of attachment and		
how to promote it effectively (PD2, PD4,		
PD7, <i>PD27, PD29)</i>		
K4: 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 (PD2, PD4, PD5, PD10,		
PD27, PD29, PD30)		
K5 : the importance of promoting diversity,		
equality and inclusion, fully reflecting		
cultural differences and family		
circumstances (PD18)		
K8: The potential effects of, and how to		
prepare and support children through,		
transitions and significant events in their		

lives (PD2, PD4, PD10, PD15, <i>PD27, PD29</i> ,	
PD35)	
K10: 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 (PD9, PD10, PD15, PD32, PD35)	
K12: The legal requirements and guidance	
on health and safety, security,	
confidentiality of information,	
safeguarding and promoting the welfare	
of children (PD17, <i>PD37</i>)	
K15: 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 (PD13, PD16, <i>PD34, PD36)</i>	
K16 : How to prevent and control infection	
through ways such as handwashing, food	
hygiene practices and dealing with	
spillages safely (PD20, PD21, PD22, PD38,	
PD39)	
S1 : 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 (PD10)	
S2 : Promote equality of opportunity and	
anti-discriminatory practice (PD18)	
S3: Plan and lead activities, purposeful	
play opportunities and educational	
programmes which include the learning	
and development areas of current early	
education curriculum requirements (PD3,	
PD28)	
S4 : 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 (PD3, PD4, <i>PD28</i> , <i>PD29</i>)	
S5 : Provide learning experiences,	
environments and opportunities	
appropriate to the age, stage and needs of	
individual and groups of children (PD5,	
PD30)	
S6 : Encourage children's participation,	
ensuring a balance between adult-led and	
child-initiated activities (PD6)	
S7 : Engage in effective strategies to	
develop and extend children's learning	
and thinking, including sustained shared	
thinking (PD8, <i>PD31)</i>	
S8 : Support and promote children's	
speech, language and communication	
development (PD19)	
S9 : Support children's group learning and	
socialisation (PD7)	
S10 : Model and promote positive	
behaviours expected of children such as	
turn-taking and keeping reactions and	
emotions proportionate (PD1, PD26)	
S11 : Support children to manage their	
own behaviour in relation to others (PD1,	
PD26)	
S12 : Plan and provide activities to meet	
additional needs, working in partnership	
with parents and/or carers and other	
professionals, where appropriate (PD15,	
PD35)	
S13 : Carry out and record observational	
assessment accurately (PD9, PD12, PD32,	
PD33)	
S14 : Identify the needs, interests and	
stages of development of individual	
children (PD4, PD5, <i>PD29, PD30)</i>	
S15 : Make use of formative and	
summative assessment, tracking children's	
progress to plan next steps and shape	
learning opportunities (PD9, PD32)	
S16 : Discuss children's progress and plan	
next stages in their learning with the key	
person, colleagues, parents and/or carers	
(PD2, <i>PD27)</i>	
S17 : 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 (PD24) S18: Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages) (PD23) S19: Flan and carry out physical care routines suitable to the age, stage and needs of the child (PD20) S20: Promote healthy lifestyles for example by encoursigning babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically activity through head and spontaneous activity through the day (PD21, <i>PD38</i>) S21: Undertake tasks to ensure the prevantle nad washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment (PD22, <i>PD39</i>) S22: Carry out risk assessment and risk management in line with policies and procedures (PD25) S23: Meintain accurate and coherent		
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B5: 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 (PD10, PD15, PD18, <i>PD35)</i>
B6: 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
(PD7, PD10, PD18)

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

Employer Declaration

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

Signed on behalf of employer (name)	Signature	Date