



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

End-Point Assessment Kit



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## EPA Kit

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# How to use this EPA Kit

Welcome to the Highfield End-Point Assessment Kit for the 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, and additionally all end-point assessments are 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>	Early Years Educator
<b>Level:</b>	3
<b>On-programme duration:</b>	Typically 18 months
<b>End-point assessment window:</b>	Typically 3 months
<b>Grading:</b>	Pass/merit/distinction
<b>End-point assessment methods:</b>	Observation with questioning Professional discussion underpinned by a portfolio of evidence

## 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 provides high quality early education and care to children. Through an evidence-based approach, they provide opportunities and learning experiences for all children, including those with special educational needs and disabilities (SEND).

In their daily work, an early years educator interacts with children, parents, carers, colleagues and wider multi-agency professionals. They follow the Early Years Foundation Stage (EYFS) requirements for the learning, development and care of children from birth to 5 years old. This includes supporting children with SEND.

An early years educator will be responsible for ensuring a safe and secure environment for children's learning. They ensure that the learning environment and provision is inclusive and supports all children and demonstrate a clear understanding of equality, diversity and inclusion. They will act as the key person for 1 or more children within their setting.

This occupation is found in a range of maintained and private, voluntary and independent settings such as full day care, children's centres, pre-schools, reception classes, playgroups, nursery schools, home-based provision, hospitals, social care settings, out of school environments and local authority provision.

## On-programme requirements

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Although learning, development and on-programme assessment is flexible, and the process is not prescribed, the following is the recommended baseline expectation for an apprentice to achieve full competence in line with the Early Years Educator apprenticeship standard.

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 observation, professional discussion and collation of the portfolio of evidence (such as a provision of recordings of observations, 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. If the apprentice began their apprenticeship training before their 19th birthday, they will still be subject to the mandatory requirement to study towards and achieve English and maths. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.
- complete training towards a required qualification such as Paediatric First Aid or Emergency Paediatric First Aid
- complete training to develop the relevant knowledge, skills and behaviours
- compilation of a portfolio of evidence
- regular performance reviews undertaken by the employer
- structured one-to-one reviews of their progress with their employer and/or training provider

Throughout the period of learning and development, and at least every 2 months, the apprentice should meet with the on-programme assessor to record their progress against the standard. At these reviews, evidence should be discussed and recorded by the apprentice. The maintenance of an on-programme record is important to support the apprentice, on-programme assessor and employer in monitoring the progress of learning and development. This will determine when the apprentice has achieved full competence in their job role and is therefore ready for end-point assessment.

### **Portfolio of evidence**

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 will typically contain **12 discrete pieces of evidence**. A qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources for the portfolio may include:

- workplace policies and procedures
- witness statements and observation records from training providers, managers and peer observations
- care records, SEND records and safeguarding records
- risk assessments
- records of continuous professional development

This is not a definitive list and other evidence sources are possible. Given the breadth of context and roles in which this occupation works, the apprentice will select the most

appropriate evidence based on the context of their practice against the relevant knowledge, skills and behaviours.

The portfolio should **not** include reflective accounts or any methods of self-assessment. Any employer contributions should focus on direct observation of performance (for example, witness statements) rather than opinions. All evidence **must** be anonymised before submission and the employer's policies and procedures on the sharing of information **must** be followed.

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.

## 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, apprentices are required to have completed a first-aid qualification in line with the requirements of the EYFS Framework in either Paediatric First Aid or Emergency Paediatric First Aid.

## 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 requirements for English and maths are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths are optional for apprentices aged 19+ at the start of their apprenticeship training.

- the apprentice must have achieved a first-aid qualification in either Paediatric First Aid or Emergency Paediatric First Aid
- the apprentice must have gathered a **portfolio of evidence** against the required elements to be put forward to be used as the basis for the professional discussion.
- the apprentice must have gathered their organisation's policies and procedures as requested by Highfield. For guidance, a list of examples has been provided below.
  - Raising safeguarding and protection concerns
  - Health, safety and wellbeing of children
  - Sensitive and respectful personal care
  - Supporting children through transitions, changes and significant events
  - Learning environments that align to organisational values

This list is **not** definitive. The policies and procedures may already be included as part of the portfolio of evidence.

- 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-assessment window. Further information about the gateway process is covered later in this kit.

If you have any queries regarding the gateway requirements, please contact your EPA customer engagement manager at Highfield Assessment.

## 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 with our scheduling team when scheduling the assessments, to ensure that the learner is provided with the best opportunity to attempt the assessment.

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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 (2025)

[Early Years Educator / Institute for Apprenticeships and Technical Education](#)

End-point assessment plan (ST0135/v1.4)

<https://www.instituteforapprenticeships.org/apprenticeship-standards/st0135-v1-4>

## **Specific considerations**

Highfield's approach does not deviate from the assessment plan.

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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:

- customer feedback
- recordings
- manager statements
- witness statements

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 completed the following. The requirements for English and maths listed below are mandatory for all apprentices aged between 16-18 at the start of their apprenticeship training. The requirements for English and maths listed below are optional for apprentices aged 19+ at the start of their apprenticeship training.

- Achieved level 2 English
- Achieved level 2 maths
- Achieved a qualification in line with the requirements outlined in the EYFS Framework such as either Paediatric First Aid or Emergency Paediatric First Aid
- Compiled a portfolio of evidence
- Submitted their organisation's policies and procedures as requested by Highfield

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 licence
- 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

Below are the knowledge, skills and behaviours (KSBs) from the standard and related assessment criteria from the assessment plan. On-programme learning will be based upon the KSBs and the associated assessment criteria are used to assess and grade the apprentice within each assessment method.

Risk management	
Knowledge	Skills
<b>K5</b> The principles of <b>risk assessment</b> and management, and how to balance risks and benefits of activities for children.	<b>S3</b> Apply the principles of <b>risk assessment</b> and <b>risk management</b> within documentation and practice.  <b>S4</b> Teach children to develop skills to manage risk and maintain their own and others safety.
Observation with questioning	
Pass criteria	Distinction criteria
<b>RM1</b> Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4)  <b>RM2</b> Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documented correctly. (K5, S3)	<i>No distinction criteria.</i>
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Risk assessment</b> is a process of evaluating potential risks and hazards that may be present during an activity. Risks could include:               <ul style="list-style-type: none"> <li>○ environment checks such as slippery floors, exposed wires, animal faeces and damaged equipment</li> <li>○ fire risks</li> </ul> </li> </ul>	

- security such as fences, locked gates and visitors
- food hygiene such as allergies and cross contamination
- personal safety such as use of personal protective equipment (PPE) and moving and handling procedures
- online safety
- electrical faults
- outings such as road safety and missing children
- hazards can be defined as an object or activity that could cause harm or endanger a child or adult within the environment. These could include:
  - falling objects
  - a child choking
  - adults lifting, carrying or moving children and objects
  - chemicals and cleaning products
  - untrained staff
- **Risk management** factors could include:
  - the individual needs, age and abilities of the children and staff
  - staff compliance and suitability
  - desired outcomes for the children
  - the function and purpose of the environment
  - the duty of care
  - risk assessments
  - risk benefit such as learning opportunities for children:
    - developing resilience
    - developing independence
  - daily checklists
  - reporting procedures such as maintenance logs/hazards

- **Teach children to develop skills to manage** could include:
  - rules such as walking feet, kind hands and turn taking
  - hygiene such as hand-washing
  - safe use of equipment such as scissors and climbing frames
  - online safety
  - knowing their own bodies and what is acceptable to touch
  - engaging in new experiences and learning by trial and error
  - promoting emotional well-being, resilience and mental health

Key person and attachment		
Knowledge	Skills	Behaviours
<p><b>K10</b> The role and responsibilities of the <b>key person</b>.</p> <p><b>K21</b> How children experience <b>change, transition, and significant events</b>.</p>	<p><b>S7</b> Undertake the role and responsibilities of <b>key person</b>.</p> <p><b>S9</b> Provide sensitive and respectful <b>personal care</b> for children from birth to 5 years.</p> <p><b>S10</b> Advocate for all children's needs, including children which require SEND or EAL support.</p> <p><b>S13</b> Support children to understand and respond to their emotions and make considered choices about their behaviours.</p> <p><b>S17</b> Apply <b>strategies that support children's ability to manage change, transition, and significant events</b>.</p>	<p><b>B2</b> <b>Child-centred</b> and empathetic, <b>valuing equality, diversity, and inclusion and the uniqueness of each child</b>.</p> <p><b>B4</b> Caring, compassionate and sensitive.</p> <p><b>B5</b> Honest, open, respectful, and a <b>role model</b>.</p>
Observation with questioning		
Pass criteria	Distinction criteria	
<p><b>KPA1</b> Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the <b>key person</b> whilst supporting their needs and in doing so ensures support is supplied to children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5)</p> <p><b>KPA2</b> Provides sensitive and respectful <b>personal care</b> that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure. (S9)</p>	<p><b>KPA4</b> <i>Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)</i></p>	

<b>KPA3</b> Applies strategies that support children to manage <b>change, transitions, and significant events</b> in line with organisational procedure. (K21, S17)	
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>Key person</b> is 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.</li> <li>• <b>Change, transition and significant events</b> could include: <ul style="list-style-type: none"> <li>○ lifestyle changes such as diet, exercise and health</li> <li>○ moving house</li> <li>○ going to school or an early years setting</li> <li>○ moving from room to room within the early years setting</li> <li>○ separation or divorce of parents</li> <li>○ new sibling</li> <li>○ loss/death of a significant person</li> <li>○ parental well-being and the impact on children</li> <li>○ mental health and support systems</li> <li>○ moving area/country</li> <li>○ new relationships within the immediate family</li> </ul> </li> <li>• <b>Personal care</b> could include: <ul style="list-style-type: none"> <li>○ sleep routines</li> <li>○ nappy changing/toileting</li> <li>○ care of teeth, hair and skin</li> <li>○ appropriate clothing for hot and cold temperatures</li> <li>○ administration of medication</li> </ul> </li> </ul>	

- first aid
- handwashing and personal hygiene
- prevention and control of infection
- feeding for babies and children with SEND
- bathing and washing for children with SEND

- **Strategies that children's ability to manage change, transition, and significant events could include:**

- role play to help with transitions such as new siblings and new school
- books, stories and social stories
- displays and activities
- validating feelings
- discussions
- parental partnerships
- photos from the home and/or new setting
- visits
- meeting new staff
- settling in sessions
- strategies to manage emotions and behaviours could include:
  - Behaviour management skills/techniques
  - Validating feelings
  - ABC trackers or document relevant to the setting
  - Timers in line with setting policies
  - Calm and quiet areas
  - Fidget and sensory toys
  - Sensory areas
  - Books about feelings



- Circle time
  - Visuals now and next
  - Zones of regulation
  - Identify triggers
  - Social stories
  - Use of targeted strategies such as 'the colour monster' or a 'worry box'
  - Self-regulation to concentrate their thinking, plan what to do next, monitor what they are doing and adapt, regulate strong feelings, be patient for what they want and bounce back when things get difficult
  - Executive function to hold information in their mind, focus their attention, think flexibly and inhibit impulsive behaviour
- **Child-centred** is an approach fundamental to safeguarding and promoting the welfare of every child. It means keeping the child in focus when making decisions and meeting their learning, emotional and physical needs.
  - **Valuing equality, diversity, and inclusion and the uniqueness of each child**, could include:
    - Special educational needs and disabilities (SEND)
    - Cultural
    - Religion
    - Family background
    - Ethnicity
    - Appearance
    - English as another language (EAL)
    - Celebrating differences
    - Acknowledging what a child is good at or achieved
    - The unique child is 1 of the 4 guiding principles which should shape all early years practice. The early years foundation stage (EYFS) describes this principle as: 'every child is a unique child who is constantly learning and who can be resilient, capable, confident and self-assured'

- **Role model** is a person whose behaviour or example serves as a model for others to be inspired by, especially by younger people.
  - Examples of a good role model could include:
    - following rules
    - manners
    - dress code
    - modelled behaviours
    - positive communication
    - following British values
    - adhering to expectations and rules of the setting
    - completing daily routines

Learning and development		
Knowledge	Skills	Behaviours
<p><b>K15</b> The development of <b>social skills and maintaining relationships</b>.</p> <p><b>K22</b> The <b>theories of play</b> and its <b>fundamental role in learning and development</b>.</p> <p><b>K24</b> How, when, and why to conduct <b>observation</b> and <b>assessment</b>.</p> <p><b>K25</b> How the <b>observation, assessment, and planning cycle</b> is used to analyse and respond to children's learning, development, and interests.</p> <p><b>K26</b> How to create experiences and opportunities for children informed by the setting's <b>curriculum</b> and pedagogy.</p>	<p><b>S11</b> Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.</p> <p><b>S18</b> Analyse <b>observation</b> evidence to assess and plan <b>holistic individual learning</b> based on a comprehensive understanding of the child's needs and interests.</p> <p><b>S19</b> Facilitate and support child-centred opportunities and experiences based on the setting's <b>curriculum</b> and pedagogy.</p> <p><b>S20</b> Provide adult led opportunities and experience based on the setting's <b>curriculum</b> and pedagogy.</p>	<p><b>B7</b> Playful and creative.</p>
Observation with questioning		
Pass criteria	Distinction criteria	
<p><b>LD1</b> Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)</p> <p><b>LD2</b> Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18)</p> <p><b>LD3</b> Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on <b>observation</b> and <b>assessment</b> of children's individual needs. (K24, S19, S20, B7)</p>	<p><b>LD4</b> Responds to the needs of the child in the moment to adapt delivery, and justifies the approach they take to meet the child's needs. (S18, S19, S20)</p>	

### Amplification and guidance

- **Social skills and maintaining relationships** could include:
  - developing a sense of self
  - respecting other's thoughts, feelings and differences
  - confidence in their own abilities
  - positive communication skills
  - persistence
  - resilience
  - patience such as turn taking
  - making good friendships
  - playing cooperatively
  - resolving conflicts
  - managing emotions
  - understanding their own feelings and those of others
  - knowledge of the ages and stages of learning in relation to personal, social and emotional development
- **Theories of play** could include:
  - Parallel play - where children in this stage play near each other but not with each other
  - Solitary play - this type of play occurs when children entertain themselves without any other social involvement
  - Cooperative play - this type of play involves turn taking, communication, sharing thoughts and ideas and social cues
  - Further underpinning theorists on play could include:
    - Jean Piaget's Cognitive Development Theory
    - Lev Vygotsky's Social Development Theory
    - John Bowlby's Attachment Theory
    - Erik Erikson's Psychosocial Theory
    - Sigmund Freud's Psychoanalytic Theory

- Tina Bruce's Free Flow Play Theory
- Albert Bandura's Social Learning Theory
- Philosophical approaches could include:
  - Waldorf Steiner
  - Forest School
  - Reggio Emilia
  - Montessori Education
  - Friedrich Froebel Trust
- **Fundamental role in learning and development** could include:
  - language development
  - understanding the external world
  - cognitive growth
  - freedom of expression
  - problem-solving
  - holistic development
  - develop social interactions, own thoughts and opinions
- **Observation** could include:
  - snapshots
  - narrative
  - photographs and videos
  - time samples
- **Assessment** could include:
  - summative

- formative
- observations
- baselines
- checklists
- tracking
- progress check at 2 years
- **Planning cycle** consists of observe, assess, plan and evaluate. This could include:
  - observation is a stage where information about a child's strengths, interests and areas for development are gathered through formal and/or informal methods such as written notes, photographs or videos.
  - the assessment stage analyses the information taken from the observation to identify a child's needs and to identify any learning gaps.
  - the planning stage uses this information to plan appropriate activities and experiences to move a child's learning forward.
  - evaluation involves considering the effectiveness of the activities and experiences used in the planning stage to make adjustments as needed.
- **Curriculum** is how the prime and specific areas of learning are to be encompassed within the setting through the delivery of activities and opportunities. Incorporating the different types of play:
  - sensory
  - symbolic
  - pretend
  - cooperative role play
  - fantasy
  - physical
  - rough and tumble
  - risky
  - digital

- **Holistic individual learning** requires awareness of children's physical, personal, social, emotional and spiritual well-being, including cognitive aspects of learning. Ensuring areas of learning are interwoven to support the best possible learning experiences.

Environments	
Knowledge	Skills
<p><b>K17</b> The elements and characteristics of a wide range of <b>enabling environments</b>.</p> <p><b>K18</b> How the design, resourcing, and use of the <b>indoor and outdoor</b> physical environment supports children's learning and development.</p> <p><b>K19</b> How the <b>design of the day</b> and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able).</p> <p><b>K20</b> How the organisations <b>approach and values</b> underpin the environment.</p> <p><b>K23</b> How children develop <b>characteristics for effective learning</b>.</p>	<p><b>S14</b> Assess the responsiveness of the environment for effective <b>child-centred</b> experiences in line with curriculum requirements.</p> <p><b>S15</b> Create inclusive, <b>child-centred</b>, dynamic, innovative, and evolving physical environments both indoors and outdoors.</p> <p><b>S16</b> Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice.</p>
Observation with questioning	
Pass criteria	Distinction criteria
<p><b>E1</b> Creates physical learning environments that align to organisational <b>values</b> and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15)</p> <p><b>E2</b> Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)</p>	<p><b>E3</b> <i>Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14)</i></p>

### Amplification and guidance

- **Enabling environments** benefits children as it offers security, comfort and opportunity for them to choose their own learning through play.
  - Enabling an environment could include:
    - accessible resources that are inclusive for all
    - availability of opportunities
    - choice of resources
    - holistic offer
    - calm and cosy spaces
    - loose parts play
    - sensory areas
    - areas for critical thinking and problem-solving
    - open ended play opportunities
    - discovery areas
    - co-operative play areas
    - dynamic environments (regularly changed/new ideas/innovative)
    - evolving based on the interests of child
- **Indoor and outdoor** could include:
  - Climbing areas and balance beams
  - Creative areas
  - Mark making
  - Imaginative spaces
  - Role play
  - ICT
  - Sand and water
  - Exploration stations



- Construction
- Bikes and scooters
- Story corners
- Small world
- Sensory/tactile
  
- **Design of the day** could include:
  - curriculum intent
  - timetabling
  - routines
  - balanced provision for indoor and outdoor play
  - balanced provision for adult and child led
  - intervention provision for SEND and EAL
  
- **Approach and values** may underpin the environment by including:
  - A child-centred approach allowing a child freedom of choice, listening to their ideas and interests. Giving children ownership of their play and learning experiences.
  - Allowing children to physically access all aspects of the environment and show some independence.
  - The curiosity approach allowing children to be active learners, think critically, play, explore and be creative by providing a wide range of accessible and motivating resources.
  - Learning approaches may be guided by The Montessori method and The Reggio Emilia approach.
  - A blended approach may bring together a range of strategies and theories on learning.
  - Promoting sustained shared thinking helps to clarify ideas, and support and extend children's thinking through asking open-ended questions.
  - Activities through role play and stories may promote values such as trust, respect, courage, friendship and perseverance.
  - British values in the environment through golden rules, learning about different religious festivals, freedom to choose resources, fair and equal treatment and taking turns.

- A broad, balanced and flexible curriculum based around children's interests.
- **Approach** in an early year setting gives all professionals a set of common and shared principles and commitments to deliver quality early education and childcare experiences to all children.
- **Values** are principles that influence and direct behaviour.
  - British values may include:
    - democracy
    - rule of law
    - individual liberty
    - mutual respect and tolerance for those with different faiths
- **Characteristics for effective learning** describe behaviours children use to learn such as:
  - engagement - playing and exploring
  - motivation - active learning
  - thinking - creative and critical
- **Child-centred** keeps the child as the focus when making decisions and meeting their learning, emotional and physical needs.

Equality, diversity, and inclusion	
Knowledge	Skills
<p><b>K1</b> The importance of equality, <b>diversity</b>, and inclusion, and respecting children's <b>social and cultural context</b>.</p> <p><b>K6</b> The <b>statutory and non-statutory frameworks</b> and guidance for provision in early years including SEND.</p> <p><b>K7</b> The <b>legal rights of each individual child according to their current and future needs</b>.</p>	<p><b>S12</b> Support children to develop a positive sense of their own identity and culture.</p>
Professional discussion underpinned by a portfolio of evidence	
Pass criteria	Distinction criteria
<p><b>EDI1</b> Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12)</p> <p><b>EDI2</b> Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K7)</p> <p><b>EDI3</b> Describes the <b>statutory and non-statutory frameworks</b> and guidance for provision in the early years, including SEND. (K6)</p>	<p><i>No distinction criteria.</i></p>
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Diversity</b> could include: <ul style="list-style-type: none"> <li>○ individual choices</li> <li>○ beliefs and preferences</li> <li>○ equal opportunities and respect</li> <li>○ provides opportunities for education</li> <li>○ provides opportunities for children to be developed based on the child's needs and capabilities</li> </ul> </li> </ul>	

- cultural diversity celebrates change and individuality and provides opportunities for children to share ideas and opinions. Can include issues around being fair in practice
- **Social and cultural context** could include:
  - Religion
  - Culture
  - Family background
  - EAL (English as an Additional Language)
  - SEND
- **Statutory and non-statutory frameworks** could include:
  - Equality legislation
  - SEND Code of Practice
  - Children's Act
  - Every Child Matters
  - Protected Characteristics
  - British Values
  - UN Convention on Rights of a Child (UNCRC)
  - Early Years Foundation Stage Statutory (EYFS) Framework sets the standards for learning, development and care for children from birth to 5 years
- **Legal rights of each individual child according to their current and future needs** include a range of different laws. They ensure that children:
  - are heard
  - have opportunities to take part in various activities
  - have access to education
  - have a safe home environment to live in
  - have support when they need to leave home
  - are safe if they decide to get a job
  - have protected personal information
  - have access to medical support

Safeguarding		
Knowledge	Skills	Behaviours
<p><b>K2 Safeguarding policies and procedures</b> for children and colleagues, including child protection and wellbeing.</p> <p><b>K3 Types of abuse</b> including domestic, neglect, physical, emotional and sexual, and know how to <b>act to protect</b> children and colleagues.</p> <p><b>K4 The legal requirements and guidance</b> on health and safety, security, confidentiality of information, and safeguarding.</p>	<p><b>S1</b> Recognise when a child or a colleague is in danger or at risk of abuse and <b>act to protect</b> them in line with safeguarding policy and procedure.</p> <p><b>S2</b> Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).</p>	<p><b>B3</b> Vigilant and act with professional curiosity.</p>
Professional discussion underpinned by a portfolio of evidence		
Pass criteria	Distinction criteria	
<p><b>SG1</b> Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with <b>safeguarding policies and procedures</b>. (K2, K3, S1, B3)</p> <p><b>SG2</b> Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)</p>	<p><b>SG3</b> <i>Evaluates decisions taken when applying policies and procedures related to children’s wellbeing. (K2, K3)</i></p>	
Amplification and guidance		
<ul style="list-style-type: none"><li>• <b>Safeguarding policies and procedures</b> could include:<ul style="list-style-type: none"><li>○ No mobile phones</li><li>○ Security measures</li><li>○ Visitors into setting</li></ul></li></ul>		

- Disclosures
- Safer recruitment and suitability
- Maintenance of the setting
- Collection of children
- Risk assessment
- DBS checks
- Whistleblowing
- GDPR/Confidentiality
- Fire and evacuation procedures
- Missing children
- Eating and sleeping

- **Types of abuse** could include:

- neglect
- e-safety
- domestic
- county lines
- physical
- radicalisation
- sexual
- trafficking
- child on child
- emotional

- **Act to protect** could include:

- knowing the signs and indicators of abuse or neglect

- recording disclosures
  - recording using disclosures with the TED technique – Tell, Explain, Describe or the 3 R's - Respond, Record, Report (depending on the area)
  - reporting to the designated safeguarding lead (DSL)
  - contacting the local authority designated officer (LADO) or multi-agency safeguarding hubs (MASH)
  - policies and procedures in line with the Local Safeguarding Partners (LSP)
  - ensure confidentiality
  - regular training and knowledge updates
- **Legal requirements and guidance** could include:
    - Keeping Children Safe in Education (KCSIE)
    - Children Act
    - Working Together to Safeguard Children
    - Children and Families Act
    - Data Protection Act

Relationships		
Knowledge	Skills	Behaviours

<p><b>K8</b> The role of colleagues and <b>multi-agency</b> working to support the child.</p> <p><b>K9</b> The <b>role and responsibilities of the early years educator</b>, including <b>providing supervision to staff</b>.</p> <p><b>K11</b> Theories and significance of <b>attachment</b>.</p> <p><b>K12</b> The <b>importance of professional relationships and collaboration with parents, families, or carers</b>.</p> <p><b>K13</b> The <b>importance of professional relationships with colleagues, other organisations, and agencies</b>.</p> <p><b>K14</b> The <b>influence of all key individuals</b> in children's lives on children's learning and development.</p>	<p><b>S5</b> Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.</p> <p><b>S6</b> Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.</p> <p><b>S8</b> Recognise and apply theories of <b>attachment</b> to develop effective relationships with children.</p>	<p><b>B1</b> Confident to have difficult conversations.</p>
Professional discussion underpinned by a portfolio of evidence		
Pass criteria	Distinction criteria	
<p><b>R1</b> Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1)</p> <p><b>R2</b> Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6)</p>	<p><b>R4</b> <i>Analyses the impact of professional <b>multi-agency</b> relationships and co-operation with parents, families and carers on child development. (K8, K12, K14)</i></p>	



<b>R3</b> Explains the significance of attachment, and how they apply theories of <b>attachment</b> to support the development of relationships with children. (K11, S8)	
Amplification and guidance	
<ul style="list-style-type: none"> <li>• <b>Multi-agency</b> could include: <ul style="list-style-type: none"> <li>○ Multi-agency safeguarding hubs (MASH)</li> <li>○ Educational psychologist</li> <li>○ Local authority designated officer (LADO)</li> <li>○ Child and adolescent mental health services (CAMHS)</li> <li>○ NHS</li> <li>○ Police</li> <li>○ Social workers</li> <li>○ Health workers such as physiotherapists and occupational therapists</li> <li>○ Foster carers</li> <li>○ Speech and language therapists (SALT)</li> </ul> </li>   <li>• <b>Role and responsibilities of the early years educator</b> could include: <ul style="list-style-type: none"> <li>○ identifying signs of harm or abuse</li> <li>○ monitoring the behaviour, emotions and well-being of a child</li> <li>○ ensuring care and compassion, honesty, trust and integrity</li> <li>○ commitment</li> <li>○ a non-discriminatory approach</li> <li>○ knowing and following the settings' procedures and policies</li> <li>○ fundamental British Values</li> <li>○ understanding the practices in Safeguarding Children: Working Together Under the Children Act</li> <li>○ training in child protection</li> </ul> </li> </ul>	

- knowing when and how to raise concerns about child abuse to the designated safeguarding lead (DSL), outside agencies and police
- **Providing supervision to staff** could include:
  - sharing best practice
  - reporting concerns to the DSL or the local authority designated officer (LADO)
  - having an awareness of discrimination
  - following the whistleblowing policy
  - conduct
  - mandatory and statutory training
- **Attachment** is a strong, emotional bond between 2 people. An early years educator should understand how attachments can change according to the age of the child.
  - Attachment theorists could include:
    - John Bowlby
    - Mary Ainsworth
  - Different types of attachments include:
    - Secure
    - insecure resistant
    - insecure avoidant
- **The importance of professional relationships and collaboration with parents, families and carers** could include:
  - to gain a holistic view of the child
  - working together to achieve a common goal
  - to provide advice and support
  - putting the child at the centre as the focus

- **The importance of professional relationships and collaboration with organisations and agencies** could include:

- joint working
- sharing best practice
- combining resources/sharing expertise
- a faster, more coordinated response
- achieving the best possible outcomes for the child

- **The influence of key individuals** could include:

- role modelling such as behaviour, healthy lifestyles and values
- allowing a child to feel safe, cared for and understood
- being supportive in a triangle of trust with the child and family
- appreciating and respecting cultures, identities and diverse backgrounds
- having the ability to recognise next steps to promote learning and well-being

## Learning and child development

### Knowledge

<b>K16 How children learn and develop</b> from conception to age 7; <b>physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially</b> . Including the interaction and impact of <b>biological and environmental factors</b> .	
<b>Professional discussion underpinned by a portfolio of evidence</b>	
<b>Pass criteria</b>	<b>Distinction criteria</b>
<b>LCD1</b> Explains how children learn from conception to age 7, the interaction and impact of <b>biological and environmental factors</b> , and the implications for practice. (K16)	<i>No distinction criteria.</i>
<b>Amplification and guidance</b>	
<ul style="list-style-type: none"> <li>• <b>How children learn and develop</b> refers to how children learn from their experiences through purposeful approaches. Children need opportunities to practise what they know and to develop new knowledge and skills.</li> <li>• <b>Physiologically</b> such as fine motor skills and gross motor skills</li> <li>• <b>Neurologically</b> such as sensorimotor stage (birth to 2 years), preoperational stage (ages 2 to 7) and concrete operational stage (ages 7 to 11)</li> <li>• <b>Biologically</b> such as growth, height, weight and genetics</li> <li>• <b>Psychologically</b> such as the ability to express thoughts and feelings and understand emotions</li> <li>• <b>Cognitively</b> such as children thinking, learning, exploring, remembering and solving problems</li> <li>• <b>Emotionally, and socially</b> such as attachments, moral development, self-conception and behaviour</li> <li>• <b>Biological and environmental factors</b> could include: <ul style="list-style-type: none"> <li>○ biological factors such as: <ul style="list-style-type: none"> <li>▪ speech and language</li> </ul> </li> </ul> </li> </ul>	

- physical mobility
- impaired cognition
- impaired vision and/or hearing
- genetics
- impact of biological factors such as:
  - unable to communicate wants and needs
  - unable to access activities and/or resources
  - delayed ability to perform independent physical care needs such as toileting and feeding
  - low self-esteem and confidence
- environmental factors such as:
  - healthy lifestyles such as nutrition and physical activity
  - disadvantaged backgrounds
  - poverty and low income
  - looked after child (LAC)
  - family dynamics
- impact of environmental such as:
  - ill-health and disease
  - neglect
  - undernourishment
  - unhealthy weight gain
  - children may struggle to form meaningful relationships and attachments
  - poor mental health
  - poor physical growth (bone strength and hand-eye-co-ordination) through lack of physical activity
  - disruptive behaviour may be a result of change, lack of trust and attention and understanding boundaries
  - play deprivation and lack of experiences

Continuous professional development		
Knowledge	Skills	Behaviour
<b>K27</b> Methods of <b>reflective practice</b> , including supervision, and opportunities for <b>continuous professional development</b> .	<b>S21</b> Use reflection to develop themselves both professionally and personally.	<b>B6</b> Self-motivated, using initiative and proactive. <b>B8</b> Reflective and reflexive and committed to CPD.
Professional discussion underpinned by a portfolio of evidence		
Pass criteria	Distinction criteria	
<b>CPD1</b> Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8)	<b>CPD2</b> <i>Evaluates how continuous professional development has <b>impacted on provision</b> and improved outcomes for children. (K27, S21, B8)</i>	
Amplification and guidance		
<ul style="list-style-type: none"><li>• <b>Reflective practice</b> such as the examination of personal thoughts and actions. This means focusing on interactions with colleagues, children and the environment. It means thinking about how something could have been done differently, what went well and what could have gone better, what could have been improved. It also means reflecting on own values, beliefs and experiences which shape thoughts and ideas.</li><li>• <b>Continuous professional development</b> (CPD) could include:<ul style="list-style-type: none"><li>○ appraisals</li><li>○ team building</li><li>○ supervisions</li><li>○ well-being and support system</li><li>○ training</li><li>○ observations</li><li>○ shadowing</li><li>○ feedback</li></ul></li></ul>		

- **Impacted on provision** through CPD could include:
  - increased curriculum knowledge
  - development of new strategies
  - learning outcomes of children achieved
  - ability to make informed choices
  - stronger team
  - positive relationships
  - shared vision and goals
  - highly skilled workforce
  - knowledge of inspection reports
  - the ethos and aims of the setting
  - developing the provision
  - mandatory and statutory updates and training

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## Assessment summary

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

1. A 1-hour and 20-minute observation with questioning
2. A 90-minute professional discussion underpinned by a portfolio of evidence

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, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

### Observation with questioning

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Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- 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 not have achieved all of the pass criteria

The observation with questioning will be conducted in the apprentice's workplace.

### Professional discussion underpinned by a portfolio of evidence

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Apprentices will be marked against the pass and distinction criteria outlined in this kit.

- 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 not have achieved all of the pass criteria

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



## Grading

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The apprenticeship includes pass, merit and distinction grades, with the final grade based on the apprentice's combined performance in each assessment method.

To achieve a **pass**, the apprentice is required to pass each of the 2 assessment methods.

To achieve a **merit**, the apprentice is required to achieve a pass in the professional discussion underpinned by a portfolio of evidence and achieve a distinction in the observation with questioning.

To achieve a **distinction**, the apprentice must achieve a distinction in both assessment methods.

The overall grade for the apprentice is determined using the matrix below:

Observation with questions	Professional discussion underpinned by a portfolio of evidence	Overall grade awarded
Fail any of the 2 assessment methods		<b>Fail</b>
Pass	Pass	<b>Pass</b>
Pass	Distinction	<b>Pass</b>
Distinction	Pass	<b>Merit</b>
Distinction	Distinction	<b>Distinction</b>

## Retake and resit information

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If an apprentice fails 1 assessment method or more, they can take a re-sit or a re-take at their employer's discretion. 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.

A resit is typically taken within 2 months of the EPA outcome notification. The timescale for a retake will be dependent on how much retraining is required but is typically taken within 3 months of the EPA outcome notification.

When undertaking a resit or retake, the assessment method(s) will need to be reattempted in full, regardless of any individual assessment criteria that were passed on any prior attempt. The EPA Report will contain feedback on areas for development and resit or retake guidance.

Any EPA component resit/retake must be taken within a 6-month period from the EPA outcome notification, otherwise, the entire EPA must be retaken in full. Apprentices should have a supportive action plan to prepare for the resit/retake.

Resits and retakes are not offered to an apprentice wishing to move from pass to a higher grade.

Where 1 or more assessment methods must be resat or retaken, the apprentice will be awarded a maximum EPA grade of pass, unless there are exceptional circumstances that are beyond the control of the apprentice as determined by Highfield.

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## Assessing the observation with questioning

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The assessor will observe the apprentice undertaking work as part of their normal duties in the workplace and ask questions. The observation will be of the apprentice completing their usual work and simulation is not permitted. The assessor will only observe 1 apprentice at any one time. Highfield must give the apprentice 2 weeks' notice of the observation with questioning.

Apprentices must provide the independent assessor with a teaching information pack to provide context for the apprentice's observation at least **5 days before** the observation with questioning. Evidence should be naturally occurring and be produced as part of the apprentice's typical working practice, in line with the expectations of their employer. All evidence should be anonymised prior to submission and the employer's policies regarding the sharing of information must be followed. Evidence would typically include:

- evidence of observation and assessment of children and subsequent planning
- risk assessments
- evidence of support for significant transitions for a child or children
- evidence of the intent, implementation and impact of the curriculum

The total duration of the observation with questioning assessment method is **1 hour and 20 minutes** and the time for questioning is included in the overall assessment time. The total time for the observation element is **50 minutes**. The time allocated for questioning is **30 minutes**. The independent assessor can increase the time of the observation with questions by up to 10%. This time is to allow the apprentice to complete a task or respond to a question if necessary.

The observation with questions may be split into discrete sections held on the same working day. This includes comfort breaks as necessary and to allow the apprentice to move from 1 location to another, where required. The assessment method should typically be completed within a total time of 2 hours. Breaks will not count towards the total assessment time.

The assessor will brief the apprentice on the format of the observation with questions, including the timescales that they will be working to, before the start of the observation. The time taken for this briefing is not included in the assessment time.

The observation with questions will take place in the apprentice's workplace as this is a practical role and will allow for holistic assessment of the knowledge, skills and behaviours relevant to this assessment method. Remote delivery of the observation is not allowed.

The following activities **must** be observed during the observation:

- interacting with children and other adults
- supporting children's learning through facilitating learning opportunities
- the observed session should form part of a normal working day for the apprentice and should reflect their typical working practice

The assessor will ask a **minimum of 5 questions** after the observation to assess the apprentice's breadth and depth of competence against the grading descriptors. This will also provide contextual information of how the teaching information pack relates to the observed activity and allow apprentices to meet the requirements for **S9**, to ensure full coverage of the provision of personal care to children.

As only naturally occurring work will be observed, the criteria that the apprentice did not have the opportunity to demonstrate will be assessed through questioning. Follow-up questions will be asked where required.

### **Before the assessment**

Employers/training providers should:

- ensure the apprentice knows the date, time and location of the assessment
- ensure the apprentice knows which early years educator 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 and identify real-life examples
- 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 observation with questioning**

Apprentices will be marked against the pass and distinction criteria included in the tables on the following pages (under 'Observation with questioning').

- 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

## Observation with questioning mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock observation with questioning in advance of the end-point assessment, with the training provider/employer giving feedback on any areas for improvement.

In designing a mock assessment, the employer/training provider should include the following elements in its planning:

- the mock observation with questioning should take place in a suitable location.
- a **1-hour and 20-minute** time slot should be available for the observation with questioning, if it is intended to be a complete mock observation with questioning covering all relevant standards (outlined in the following pages). However, this time may be split up to allow for progressive learning.
- consider a video or audio recording of the mock observation with questioning 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 observation with questions 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 a **minimum of 5 structured, 'open' questions** that do not lead the apprentice but allows them to give examples for how they have met each area in the standard. For example:
  - how have you communicated clearly with children to ensure they are developing the skills they need to keep themselves and others safe?
  - how have you created an effective relationship with the children in your care and supported their needs?
  - tell me about a time when you have provided sensitive and respectful personal care to children that meets their individual needs.
  - what strategies have you applied in situations where children have needed to manage changes in their lives?
  - tell me about a specific choice you made in the creation of a learning environment for the children in your care and how it met their individual needs.

## Observation with questioning criteria

Throughout the **1-hour and 20-minute** observation with questioning, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the observation with questions by considering how the criteria can be met.

Risk management
<b>To pass, the following must be evidenced.</b>
<b>RM1</b> Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4)
<b>RM2</b> Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documented correctly. (K5, S3)
<b>To gain a distinction, the following must be evidenced.</b>
<i>No distinction criteria.</i>

Key person and attachment
<b>To pass, the following must be evidenced.</b>
<b>KPA1</b> Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the key person whilst supporting their needs and in doing so ensures support is supplied to children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5)
<b>KPA2</b> Provides sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure. (S9)
<b>KPA3</b> Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)
<b>To gain a distinction, the following must be evidenced.</b>
<b>KPA4</b> Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)

Learning and development
<b>To pass, the following must be evidenced.</b>
<b>LD1</b> Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)
<b>LD2</b> Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18)
<b>LD3</b> Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7)
<b>To gain a distinction, the following must be evidenced.</b>
<b>LD4</b> Responds to the needs of the child in the moment to adapt delivery, and justifies the approach they take to meet the child's needs. (S18, S19, S20)

Environments
<b>To pass, the following must be evidenced.</b>
<b>E1</b> Creates physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15)
<b>E2</b> Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16)
<b>To gain a distinction, the following must be evidenced.</b>
<b>E3</b> Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14)

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## Assessing the professional discussion underpinned by a portfolio of evidence

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In the professional discussion underpinned by a portfolio of evidence, the independent assessor and the apprentice will have a formal two-way conversation. It will consist of the independent assessor asking the apprentice questions to assess their competence against the relevant criteria outlined in this kit.

The apprentice must have access to their portfolio of evidence during the professional discussion. The apprentice can refer to and illustrate their answers with evidence from their portfolio of evidence however, the portfolio of evidence is not directly assessed.

Highfield must give an apprentice 1 weeks' notice of the professional discussion.

The professional discussion must last for **90 minutes**. The independent assessor can increase the time of the professional discussion by up to 10%. This time is to allow the apprentice to respond to a question if necessary.

The independent assessor must ask **at least 10 questions**. Follow-up questions will be asked where required and will also include the list of themes that will be covered in the professional discussion.

The professional discussion must take place in a suitable venue for example, Highfield's or employer's premises. The professional discussion can be conducted by video conferencing. The professional discussion should take place in a quiet room, free from distractions and influence.

### Before the assessment

Employers/training providers should:

- 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 of evidence

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 of evidence 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 of evidence mock assessment

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It is the employer/training provider's responsibility to prepare apprentices for their end-point assessment. Highfield recommends that the apprentice experiences a mock professional discussion underpinned by a portfolio of evidence in preparation for the real thing. The most appropriate form of mock professional discussion underpinned by a portfolio of evidence 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 of evidence should take place in a suitable location.
- a **90-minute** time slot should be available to complete the professional discussion underpinned by a portfolio of evidence, if it is intended to be a complete 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 underpinned by a portfolio of evidence 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 a **minimum of 10 structured, 'open' questions** that do not lead the apprentice but allows them to express their knowledge and experience in a calm and comfortable manner. For example:
  - explain why it is important to respect social and cultural contexts while supporting a child to develop a positive sense of self
  - explain the legal rights of each child and how they are met according to the child's individual needs
  - explain the actions you take to ensure the safety of the children in your care in line with safeguarding policies
  - describe some of the decisions you have taken when applying safeguarding policies and procedures
  - describe how developing confident, professional relationships with wider multi-agencies ensures the needs of the children in your care are met
  - explain how parents can impact on a child's learning and development and how this can be enhanced through effective relationships with the parents
  - tell me of a theory of attachment you have recently applied in your support of a child's development
  - explain how the impact of biological and environmental factors aid in a child's development and the implications this has on practice
  - explain how you regularly reflect on your practice to inform your continuous professional development
  - explain how your continuous professional development has impacted on the improved outcomes for children in your care

## Professional discussion underpinned by a portfolio of evidence criteria

Throughout the **90-minute** professional discussion underpinned by a portfolio of evidence, the assessor will review the apprentice's competence in the criteria outlined below.

Apprentices should prepare for the professional discussion underpinned by a portfolio of evidence by considering how the criteria can be met.

Equality, diversity, and inclusion
<b>To pass, the following must be evidenced.</b>
<b>EDI1</b> Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture. (K1, S12)
<b>EDI2</b> Describes the legal rights of each child and how these legal rights are met according to the individuals current and future needs. (K7)
<b>EDI3</b> Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND. (K6)
<b>To gain a distinction, the following must be evidenced.</b>
<i>No distinction criteria.</i>

Safeguarding
<b>To pass, the following must be evidenced.</b>
<b>SG1</b> Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures. (K2, K3, S1, B3)
<b>SG2</b> Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)
<b>To gain a distinction, the following must be evidenced.</b>
<b>SG3</b> <i>Evaluates decisions taken when applying policies and procedures related to children's wellbeing. (K2, K3)</i>

Relationships
<b>To pass, the following must be evidenced.</b>
<b>R1</b> Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met. (K8, K9, K13, S5, B1)
<b>R2</b> Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals. (K12, K14, S6)
<b>R3</b> Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children. (K11, S8)
<b>To gain a distinction, the following must be evidenced.</b>
<b>R4</b> <i>Analyses the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development. (K8, K12, K14)</i>

Learning and child development
<b>To pass, the following must be evidenced.</b>
<b>LCD1</b> Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice. (K16)
<b>To gain a distinction, the following must be evidenced.</b>
<i>No distinction criteria.</i>

Continuous professional development
<b>To pass, the following must be evidenced.</b>
<b>CPD1</b> Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision. (K27, S21, B6, B8)
<b>To gain a distinction, the following must be evidenced.</b>
<b>CPD2</b> <i>Evaluates how continuous professional development has impacted on provision and improved outcomes for children. (K27, S21, B8)</i>

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