



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

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 Practitioner apprenticeship standard.

Highfield is an end-point assessment organisation that has been approved to offer and carry out end-point assessments for the Level 2 Early Years Practitioner apprenticeship standard.

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.

In this kit, you will find:

- an overview of the standard and any on-programme requirements
- a section focused on amplification
- 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

An early years practitioner (EYP) works directly with children from birth to age 5 in a variety of settings, including nurseries, pre-schools, reception classes, children's centres, and home-based or social care environments. They support the delivery of the Early Years Foundation Stage (EYFS) requirements, promoting children's learning, development and wellbeing in both indoor and outdoor environments. EYPs operate as part of a professional team under the guidance of a more senior practitioner, interacting regularly with children, parents, colleagues and external professionals such as health visitors and speech and language therapists.

Key responsibilities include supporting the planning and delivery of purposeful play and educational activities tailored to each child's individual needs and interests. EYPs contribute to observations and assessments, assist with personal care routines, and help ensure that every child feels safe and secure. They work collaboratively with colleagues and other professionals to meet children's developmental and care needs, while also recognising and responding appropriately to signs of harm or abuse. Although they do not hold budgetary or leadership responsibilities, EYPs play a vital role in maintaining a safe, supportive and inclusive environment for all.

Roles/occupations may include assistant childminder, nanny and early years worker, nurse assistant, nurse practitioner and nurse practitioner.

This standard aligns with the Department for Education for full and relevant at level 2 professional recognition.

On-programme requirements

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 Practitioner 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 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 1 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.
- completion of a portfolio through which the apprentice gathers evidence of their progress.

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.

It will typically contain **12 discrete pieces of evidence**. Evidence may be used to demonstrate more than **1 knowledge, skill or behaviour** as a qualitative approach is suggested as opposed to a quantitative approach.

Evidence sources may include:

- observation records from training providers, managers and peer observations
- documentation covering a range of different stages of children's development
- anonymised case records, SEND records and safeguarding records
- risk assessments
- records of continuous professional development
- practical project work
- evidence of feedback to parents

This is not a definitive list and other evidence sources can be included. 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 of evidence 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.

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

Assessments must be carried out in accordance with the published assessment plan and all work submitted must be the apprentice's own. AI tools must not be used to generate evidence in its entirety or to replace the apprentice's own judgement, performance or competence. Any use of AI must be transparent, limited and properly referenced.

Where AI has been used by the apprentice as part of normal work activity (for example, drafting a document, worksheet or PowerPoint) this may form part of the portfolio provided that:

The apprentice has materially authored, verified and taken responsibility for the content:

- AI use is clearly declared and referenced within the work (include tool name, purpose and how outputs were verified)
- Source prompts, system settings and the portions influenced by AI are retained and available for review
- AI outputs must not substitute for authentic demonstration of competence against the standard

If an AI tool is used at any stage of an assessment method (for example, to prepare a presentation outline or to organise notes), its use must be fully referenced in the submission or assessor records, and must not compromise authenticity, validity or security. Assessors must be satisfied that decisions remain rooted in the apprentice's knowledge, skills and behaviours, and in direct evidence gathered through observation, questioning and professional discussion.

AI tools must not be used to produce assessment evidence end-to-end, to fabricate logs/records or to simulate performance.

Additional, relevant on-programme qualification

There are no mandatory qualifications for apprentices for this standard, but it is recommended. Employers may wish to choose the Highfield Level 2 Diploma for Early Years Practitioners (England) (RQF) to help structure the on-programme delivery.

Readiness for end-point assessment

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

- the apprentice must have achieved level 1 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 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
 - Escalation/reporting of concerns about development
 - Safe storage, management and disposal of medication
 - Prevention and control measures for disposing of waste
 - Reporting of identified risks and hazards

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 **mandated** 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

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.

Specific considerations

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

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Gateway

How to prepare for gateway

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 1 English
- Achieved level 1 maths
- Submitted a suitable portfolio of evidence to be used as the basis for the professional discussion (see the Portfolio Matrix)
- 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

The gateway meeting should be attended by the apprentice and a representative from the employer and training provider.

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. If you require any support completing the Gateway Readiness Report, please contact your EPA customer engagement manager at Highfield Assessment.

Reasonable adjustments

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 complete an identification check before starting any assessment and 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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Early Years Practitioner 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.

Health and safety	
Knowledge	Skills
K8 The legal requirements and guidance for health and safety K9 Risks and hazards in the provision and during off site visits K10 Own role and responsibilities, including identifying risks and hazards and the recording and reporting in the event of a baby or young child requiring medical/ dental attention, a non-medical incident or emergency K32 Prevention and control of infection techniques , including hand washing, food preparation and hygiene and how to deal with spillages safely, safe disposal of waste, using correct personal protective equipment	S3 Identify risks and hazards in the provision and during off site visits relating to both children and staff and visitors and follow reporting procedures S4 Use prevention and control of infection techniques for hand washing and food preparation and hygiene, deal with spillages safely, safe disposal of waste, using correct personal protective equipment S5 Use equipment, furniture and materials safely and securely, following the manufacturers' instructions and provision's requirements
Observation with questioning	
Pass criteria	
HS1 Within own role demonstrates safe use of equipment and materials after identifying possible risks and hazards , recording and reporting them in line with guidance (K8, K9, K10, S3, S5)	
HS2 Applies prevention and control measures techniques when disposing of waste correctly (K32, S4)	

Amplification and guidance

- **Legal requirements** could include:
 - For minimising all health and safety risks such as hazards, sickness and visitors to the setting:
 - Use of and maintenance of fire extinguishers
 - Adminstrating medications
 - Staff to child ratios in the setting
 - Risk assessments and daily checks (Opening and closing checks - indoor/outdoor/off-site)
 - Use of personal protective equipment (PPE)
 - Control of Substances Hazardous to Health (COSHH) Regulations
 - Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR)
 - Following public health agency for illnesses and exclusions - The Spotty book, NHS advice on infectious diseases
- **Risks and hazards** are the early years practitioners' responsibility, actions must be taken to prevent harm towards the children and staff in the early years setting and during off-site visits. This can impact both children and staff of the early years setting and can include:
 - slips, trips and falls
 - play equipment
 - toys and materials
 - fire safety
 - chemical hazards
 - the environment, both indoors and outdoors, including off-site
 - factors out in the community such as, roads, strangers or a child going missing
- **Medical/dental attention** – examples of medical/dental treatment could be:
 - toothache and oral infections
 - the loss of a tooth or teeth
 - mild illnesses - sickness and diarrhoea; hand, foot and mouth; infestation; and chicken pox
 - high temperature
 - a head injury, breaks and fractures, or cuts and wounds
 - burns and smoke inhalation

- drowning
- seizures
- electrical shocks
- choking, suffocation and strangulation
- poisoning

- **A non-medical incident or emergency** could include:
 - a gas leak
 - a power cut
 - lack of heating and/or hot water
 - a missing child
 - fire
 - bomb threats
 - extreme weather
 - an intruder

- **Prevention and control of infection techniques** are measures which are put into place to prevent or reduce infections further, which could include:
 - teaching children about hygiene procedures
 - handwashing
 - colour-coded items for cleaning or food preparation
 - adhering to illness policies
 - cleaning rotas/sterilising of equipment
 - using separate bins, depending on the waste
 - using gloves, aprons or masks during personal care routines
 - following guidelines and safe management when dealing with bodily fluids

- **Use equipment, furniture and materials safely** could include:
 - reading instructions thoroughly and carefully
 - inspecting all equipment, furniture and materials for any damage

- supervising children when using the equipment
- cleaning and disinfecting all equipment and materials regularly
- following safe storage practices
- reporting any damaged equipment and resources

Well-being and child development

Knowledge	Skills	Behaviours
K1 How children learn and the expected pattern of babies' and children's development from birth to 5 years and their further development from ages 5 to 7. Areas of development include: cognitive, speech, language and communication, physical, emotional, social, brain development and literacy and numeracy K2 The importance to children's holistic development of, speech, language and communication, personal, social and emotional development, physical development and literacy and numeracy K3 How babies' and young children's learning and development can be affected by their stage of development, well-being and individual circumstances K4 The significance of attachment, the key person's role and how transitions and other	S1 Support babies and young children through a range of transitions and significant events. e.g moving onto school, moving house or the birth of a sibling S6 Encourage children to be aware of personal safety and the safety of others and develop personal hygiene practices (including oral hygiene) S7 Promote health and wellbeing in the provision by encouraging babies and young children to consume healthy, balanced and nutritious meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity throughout the day, both indoors and outdoors S8 Carry out respectful care routines appropriate to the development, stage, dignity and needs of the child, including eating (feeding and weaning or complementary feeding), nappy	B3 Positive work ethic – maintains professional standards within the work environment providing a positive role model for children B6 Recognise and respect differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential

significant events impact children at different ages and stages K13 The impact of health and wellbeing on children's development K14 The current dietary guidance for early years and why it is important for babies and young children to have a healthy, balanced and nutritious diet and be physically active K25 How own behaviour can impact on babies and children and influence them K30 The importance of equality, diversity, and inclusion, and respecting children's social and cultural context	changing procedures, potty or toilet training, care of skin, teeth and hair and rest and sleep provision	
Observation with questioning		
Pass criteria		
WC1 Demonstrates professional standards, recognising, considering and respecting equality, diversity, inclusion and social and cultural context, ensuring equal access to opportunities to learn and encouraging awareness of personal safety and the safety of others (K30, S6, B3, B6)		
Professional discussion underpinned by a portfolio		
Pass criteria	Distinction criteria	
WC2 Describes the expected pattern of babies and children's development and how babies' and young children's learning and development can be affected by own behaviour, their well-being and individual circumstances (K1, K3, K25)	WC6 Explains the importance of holistic development with examples of how they monitor, measure, support, and promote babies' and children's progress across key areas as part of effective and integrated practice (K1, K2, K3, K4)	

WC3 Outlines the importance of holistic development and how this can be affected by attachment, the key person's role, transitions and other significant events (K2, K4, S1) WC4 Describes the importance of health and wellbeing on children's development, the current dietary guidance for early years and how health and wellbeing is promoted by encouraging babies and young children to consume healthy, balanced and nutritious meals (K13, K14, S7) WC5 Describes the importance of respectful care routines (S8)	
Amplification and guidance	
• Expected pattern is the expected stages in which a child develops, such as new-born development, infant and toddler development, how they learn, and how internal and external factors could influence this. • Holistic development is an approach to children's overall learning and development that focuses on the wellbeing and independence of the child in relation to their physical, emotional, intellectual growth and spiritual wellbeing. How areas of learning, from sources such as the Early Years Foundation Stage and Birth to 5 Matters, can interlink, such as speech, language and communication, personal social and emotional, physical development, and literacy and numeracy skills. This could include tools such as: ○ treasure baskets ○ sensory play ○ playdough and clay ○ soft play equipment ○ puzzles and art supplies ○ imaginative play nature or outdoor play • Stage of development is an age period when individual needs, behaviours, experiences and abilities are common in 1 age group. • Individual circumstances is where a child experiences something that is personal to them. This could include: ○ health	

- disability
- death of a significant person
- birth of sibling
- moving house
- transitions within nursery
- starting or moving to a new school
- becoming a looked-after child, adoption and care
- family stress and breakdown
- inadequate housing and environment
- poverty
- parental choices
- exposure to abuse

- **Transitions** – is an experience which most children go through in a time in their lives. This could be:

- moving to a new home
- starting reception, or an early years setting for the first time
- moving from one nursery room to another, such as moving up from a baby room to a toddler room
- the separation or divorce of parents
- a new sibling
- the death of a family member
- transitioning through the day, moving from one activity to another for children who have SEND, English as an additional language (EAL) or are vulnerable

- **Impact of health and wellbeing on children's development** could include:

- physical development such as growth and motor skills and prevention of illness
- cognitive development for the brain to help with concentration and learning
- emotional development such as self-esteem, confidence and regulation
- social development to help socialisation and behaviour
- short and long-term effects

- **Current dietary guidance** focuses on providing children with a balanced and nutritious diet. This could include:
 - UK Eatwell Guide
 - Local initiatives
 - Early Years Foundation Stage (EYFS) Statutory Framework guidance
- **Behaviour** – conduct that can affect children in a positive or negative way, such as abusive or encouraging language, and rejection or inclusion.
- **Cultural context** – inclusive practice to celebrate key festivals of families, including meals to suit preferences and adapting where necessary. Reflected in the environment through a variety of books/role-play resources.
- **Personal safety** – to ensure the children develop knowledge and understanding of how to keep themselves safe, protecting themselves and others from harmful situations within their surroundings.
- **Personal hygiene practices** - could include:
 - washing hands and cleanliness
 - toileting and nappy changing
 - oral hygiene care
 - hair care
- **Promote health and wellbeing** for children around healthy eating could include:
 - creating a positive atmosphere and culture
 - helping to plan balanced meals
 - being a role model
 - using child-friendly portions
 - providing choice and food-based activities
 - developing children's understanding of healthy foods
- **Care routines** could include:
 - toileting and nappy changing

- handwashing
- skin care
- oral care
- sleep or rest
- protection from exposure to sunlight and low temperatures
- mealtimes

- **Needs of the child** could include:

- disability needs
- communication and language needs
- medical needs

- **Providing a positive role model for children** by:

- respecting views and beliefs of others
- speaking to others in a calm and positive way
- using manners and adhering to setting rules
- recognising that children have individual needs

- **Recognise and respect differences** by:

- recognising that children learn in their own ways
- differentiating practice to include all, considering abilities
- being flexible and responsive to individual needs and interests

Communication		
Knowledge	Skills	Behaviours
K15 Ways to communicate with all children appropriate for all their stages of development, including those for whom English is an additional language (EAL) or who have delayed speech	S9 Communicate with all children, including those for whom English is an additional language and those with additional needs, in ways that will be understood. This includes verbal and non-verbal communication S10 Extend children's development and learning through verbal and non-verbal communication S11 Encourage babies and young children to use a range of communication methods S12 Use a range of appropriate communication methods to share information with children, parents or carers and other professionals	B2 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common sense and professional attitude
Observation with questioning		
Pass criteria		
CO1 Applies appropriate verbal and non-verbal communication methods that are suitable for their stage of development, to extend children's understanding, development and learning, by encouraging them to use a range of communication methods (K15, S9, S10, S11) CO2 Demonstrates honesty and trust through a professional attitude when sharing information with other professionals, via a range of communication methods (S12, B2)		
Amplification and guidance		
• Ways to communicate could include: ○ Visual aids such as picture cards, photographs and storyboards		

- Makaton
- Interactive reading
- Sensory play
- Dual language cards or signage
- Tactile symbols
- **Appropriate for all their stages of development** – to ensure that what you are communicating with the child is age appropriate and is suitable for their current progress in their learning and development and meets their individual needs.
- **Verbal and non-verbal communication** – early years settings use many methods to communicate information with children and adults. This could include:
 - verbal:
 - stories or puppets
 - role-play
 - daily diary
 - handover discussion at the start or end of the child's play session
 - sharing of child development assessment and achievements
 - team meetings
 - online apps
 - a newsletter or information board
 - emails
 - turn-taking (when involving spoken interaction)
 - story time
 - interactive reading
 - singing
 - non-verbal:
 - facial expressions
 - simple sign language
 - pictures and symbols

- textured resources
- objects of reference
- **Encourage babies and young children to use a range of communication methods** could include:
 - signing
 - gestures
 - body language
 - picture symbols
 - singing
 - talking
- **Communication methods to share information** could include:
 - two-way communication (listening and responding)
 - consistency
 - individualised approach
 - with children:
 - simple language
 - body language
 - storytelling and songs
 - eye contact
 - pictures, now and next boards, and social stories
 - with adults:
 - face-to-face conversations
 - emails
 - phone calls
 - newsletters
 - social media
 - events
- Working in an **ethical and empathetic manner** by:

- working in a child-centred way
- keeping children safe
- supporting children as a whole
- working and respecting parents and carers
- working together with colleagues
- supporting children holistically
- getting to know children and their interests
- acknowledging and respecting children as individuals

Support the planning and delivery of activities, purposeful play opportunities and educational programmes

Knowledge	Skills	Behaviours
K16 The statutory framework, including the learning and development requirements for babies and young children's provision K17 The principles of enabling environments (indoor and outdoor), adult-led activities, child-initiated activities and spontaneous experiences K18 The key stages in the observation, assessment and planning cycle and the value of observation for the child, the parents or carers and the early years provision in planning the next steps	S13 Work with colleagues to identify and plan educational programmes to support children's holistic development through a range of play, creativity, social development and learning S14 Implement and review activities to support children's play, creativity, social development and learning and clear up after activities S15 Observe children, assess, plan and record the outcomes, share results accurately and confidentially in line with expected statutory and the provision's requirements	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to identify opportunities for their development B5 Commitment - to improving the outcomes for children through inspiration and child centred care and education

K19 How to refer concerns about a baby's or child's development K31 Ways to increase children's awareness of environmental sustainability	S16 Use learning activities to support early language development S17 Support children's early interest and development in mark making, writing, reading and being read to S18 Support children's interest and development in mathematical learning including numbers, number patterns, counting, sorting and matching	
Observation with questioning		
Pass criteria		
SP1 Demonstrates the use of enabling environments indoor or outdoor when supporting learning, via activities that support children's play, creativity, social development and development of mark making and writing interests in a caring and compassionate manner (K17, S14, S16, S17, B1) SP2 Works with colleagues to help identify and plan educational programmes which support holistic development, accurately applying the observation, assessment, and planning cycle to evaluate performance, support learning, and improve outcomes (K18, S13, B5)		
Professional discussion underpinned by a portfolio		
Pass criteria	Distinction criteria	
SP3 Describes the statutory framework, including the learning and development requirements and how this is used to support children's interest and development in mathematical learning and awareness of environmental sustainability (K16, K31, S18) SP4 Outlines how to confidentially refer concerns about a baby's or child's development, after observing and accurately recording findings, in line with expected statutory and the provision's requirements (K19, S15)	SP5 Explains how a child's awareness of environmental sustainability can be increased by using mathematical patterns, sorting and matching (K31, S18)	

Amplification and guidance

- **The statutory framework** is governed by the Early Years Foundation Stage (EYFS) and it sets out the standards for learning, development and care of children from birth to 5 years old.
- **Adult-led activities** – the adult guides the child through a learning experience, such as musical chairs.
- **Child-initiated activities** – a learning experience that children start themselves, such as interacting with others.
- **Spontaneous experiences** – where experiences arise naturally and are unplanned, usually informed by children’s in-the-moment interests and curiosity from resources within the environment.
- **Observation, assessment and planning cycle** – is a process early years professionals follow to ensure they are developing and delivering high-quality education for the children in their care. It is also used to identify where early intervention is required to support children’s learning.
- **Planning the next steps** – is the plan of learning to follow on from the child’s current progress to enable them to develop further in their learning and development.
- **Refer concerns** to relevant people could include:
 - the designated safeguarding lead (DSL) or setting special educational needs coordinator (SENCO)
 - the manager or room lead
 - local authority early help team or multi-agency safeguarding hub
 - general practitioner (GP)
 - health visitor
 - parents or carers
 - speech and language therapists
 - paediatricians
 - physiotherapists

- **Awareness of environmental sustainability** – teaching children positive habits for protecting the environment, such as recycling, use of transport, water conservation, waste reduction and better energy solutions, which could be done through:
 - activities/home learning activities
 - reading stories
 - daily routines
 - engaging within the community and ongoing projects/guest speaking
 - outdoor play/nature exploration/planting/composting

- **Holistic development** – is an approach to children’s learning and development that focuses on the wellbeing of the child in relation to their physical, emotional, intellectual and spiritual wellbeing.

- **Implement and review activities to support children’s play** could include:
 - identifying early learning goals
 - creating inviting areas
 - modelling play behaviours
 - encouraging collaboration
 - assessing learning outcomes
 - sharing insights
 - intent, implementation and impact of activity

- **Observe children, assess, plan and record the outcomes** could include:
 - checklists
 - video recordings
 - observational records such as paper-based or online
 - using frameworks relevant to the setting, such as EYFS or the company framework
 - standardised assessments
 - parental input
 - child-centred approach

- planning documents for supporting future learning and development
- **Learning activities to support early language development** could include:
 - interactive storytelling
 - nursery rhymes
 - turn-taking
 - role-playing
 - outdoor play
 - group time
 - mealtimes
- **Support children's early interest and development in mark making, writing, reading and being read to** could include:
 - providing opportunities to make marks, both indoors and outdoors
 - integrating mark making with play
 - celebrating progress
 - read-aloud sessions
 - promoting literacy at home
 - expressive arts and design area
- **Support children's interest and development in mathematical learning** could include:
 - maths-related play materials, such as geometric shapes and puzzles
 - counting games
 - weighing and measuring
- **Improving the outcomes for children** by:
 - taking part in ongoing training to develop knowledge
 - creating individual support plans to continuously extend learning opportunities for all children
 - putting targeted plans in place where children may require additional support

Support children with special educational needs and disabilities	
Knowledge	Skills
K20 The statutory guidance in relation to the care and education of children with special educational needs and disabilities K21 Partnership working, including parents or carers, in relation to working effectively with children with special educational needs and disabilities K22 What specialist aids, resources and equipment are available for the children in the provision and how to use these safely	S19 Support the graduated approach for the assessment, planning, implementation and reviewing of each baby's and young child's individual plan for their care and participation S20 Work in ways that value and respect the developmental needs and stages of babies and children
Observation with questioning	
Pass criteria	
SC1 Demonstrates awareness and respect for babies' and children's needs and developmental stages, using specialist aids, resources, and equipment safely to support individual requirements (K22, S20)	
Professional discussion underpinned by a portfolio	
Pass criteria	
SC2 Describes the key stages of a graduated approach to creating a baby's or young child's individual care and participation plan, including how this should be managed in partnership with parents/carers and follow statutory guidance for children with special educational needs and disabilities (K20, K21, S19)	
Amplification and guidance	
Statutory guidance - this is guidance that early years settings and professionals must follow to ensure they are working effectively with children with special educational needs and disabilities, including regular mandatory training, care plans and strategies.	

- **Partnership working** – ways in which the early years setting and professionals work with other professionals, external organisations, and parents or carers to ensure the learning and development and individual needs of children with special educational needs and disabilities are met.
- **Specialist aids, resources and equipment** could include:
 - mobility aids, such as wheelchairs
 - adjustable tables and chairs
 - sensory rooms and tactile toys
 - flashcards and visual timetables
 - low-level resources
- **Support the graduated approach for the assessment, planning, implementation and reviewing** could include:
 - continuous observation
 - developmental milestones
 - parent input
 - child-centred approach
 - specific, measurable, achievable, relevant and time-bound (SMART) goals
 - specialist input
 - discussions with the key person
- **Work in ways that value and respect the developmental needs and stages** could include:
 - create safe and stimulating spaces
 - provide consistent routines
 - respond positively to interactions
 - provide emotional support
 - positive communication

Safeguarding		
Knowledge	Skills	Behaviours
K5 The legal requirements and guidance on safeguarding, including Prevent, security, confidentiality of information and promoting the welfare of children K6 Safeguarding policies and procedures, including child protection and online safety K7 Own role and responsibilities in relation to safeguarding and security, including child protection, recording and reporting, whistle blowing and confidentiality of information K11 The provision's procedures for receiving, storing, recording, administering and the safe disposal of medicines K12 The signs and symptoms which may indicate that a child is injured, unwell (including common childhood illnesses and allergies) or in need of urgent medical/ dental attention	S2 Recognise when a child is in danger, at risk of serious harm or abuse and explain the procedures to be followed to protect them. Types of abuse including: domestic, neglect , physical, emotional, and sexual abuse	B8 Work in ways which consider fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Professional discussion underpinned by a portfolio	
Pass criteria	Distinction criteria
SA1 Describes how own role is affected by responsibilities created by safeguarding policies and procedures (K6, K7) SA2 Outlines the provision's legal requirements and guidance in relation to safeguarding and the receiving, storing, recording, administering and the safe disposal of medicines (K5, K11) SA3 Describes the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical attention and how to recognise when a child is in danger, at risk of serious harm or abuse (K12, S2) SA4 Outlines fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (B8)	SA5 Explains the types of abuse including: domestic, neglect, physical, emotional, and sexual abuse that may present in the provision and how safeguarding procedures are applied to protect the child (K6, S2) SA6 Explains their responsibilities in respect of fundamental British values and how these assist in promoting the welfare of children (K5, B8)
Amplification and guidance	
• Legal requirements could include: ○ for safeguarding and confidentiality of information: ▪ Maintaining accurate and up-to-date records ▪ Data Protection Act and General Data Protection Regulation (GDPR) ▪ Ensuring staff have an up-to-date Disclosure and Barring Certificate (DBS) check ▪ Working Together to Safeguard Children ▪ The Children Act ▪ Early Years Foundation Stage (EYFS) ○ for minimising all health and safety risks such as hazards, sickness and visitors to the setting: ▪ use of and maintenance of fire extinguishers	

- administering medications
 - staff to child ratios in the setting
 - risk assessments
 - use of personal protective equipment (PPE)
- **Promoting the welfare of children** – ensuring the safety and wellbeing of the child meeting individual needs and requirements, reporting any concerns. This could include:
 - protection from harm, which causes suffering and abuse
 - ensuring the health care needs and dietary needs of the child are met
 - ensuring the child’s physical, emotional and educational needs are met
 - ensuring legislation and policies are followed, such as:
 - The Counter-Terrorism and Security Act
 - Disclosure and Barring Service
 - Local Safeguarding Children Boards
 - Working Together to Safeguard Children
 - The Children Act
 - Children and Social Work Act
 - Early Years Foundation Stage (EYFS) Statutory Framework
 - Education Act
 - Health and Safety at Work etc. Act
 - Protection of Children Act
 - Human Rights Act
 - United Nations Convention on the Rights of the Child (UNCRC)
 - The Data Protection Act
 - Keeping children safe in education
 - Equality legislation
 - Children and Families Act

- **Safeguarding policies and procedures** – the setting must have policies and procedures that the early years practitioner must follow to ensure children are protected from harm and abuse. These policies and procedures could include:
 - safeguarding children policy
 - child protection policy
 - use of mobile phones and cameras policy
 - whistleblowing policy
 - visitors' policy
 - arrivals and departures
 - safer recruitment of staff and monitoring of staff behaviours
 - confidentiality
 - online safety
 - prevent duty and radicalisation
 - promoting positive behaviour

- **Role and responsibilities** – what the early years practitioner must do to ensure children are secure, protected from harm and abuse, and the process for reporting concerns and incidents. How to keep all information confidential regarding safeguarding and the security of children. How they follow the policies and procedures of the setting.

- **Provision's procedures** are established to ensure the health and safety of the children in the setting. This can include things such as:
 - written consent and instructions from parents
 - verifying containers for medicines are prescribed for the child and are in date
 - documenting who the medication belongs to and specific instructions, including dose and times to be administered
 - safe and secure storage
 - keeping an administration record for each child and each dose given, including signatures of who administered the medicine and the time the parent was informed
 - following local regulations and guidance on safe disposal of medicines

- **Signs and symptoms** – illnesses and medical emergencies have common signs and symptoms that enables the diagnosis to be confirmed and treatment to be administered.
 - The word 'signs' means the visual evidence of the illness and/or medical emergency – spots, rash, paralysis, lumps and cuts or wounds

- The word 'symptoms' means the effects on the child and whether it is causing them chest or other pain, dizziness, nausea, stomach cramps or headache
- **Abuse** – the types of abuse could be:
 - physical abuse
 - psychological or emotional abuse
 - neglect
 - sexual abuse
 - cyber-bullying or online abuse
- **Procedures to be followed to protect** – the early years setting must have set procedures to follow to ensure the correct process is carried out to report any concerns in relation to children's safety. This includes legislation and guidance, such as:
 - Working Together to Safeguard Children
 - What to do if you're worried a child is being abused: Advice for practitioners
 - The Early Years Foundation Stage (EYFS) Statutory Framework
 - Keeping children safe in education
 - The Counter-Terrorism and Security Act

Own role and development		
Knowledge	Skills	Behaviours
K23 Own role and expected behaviours and the roles of colleagues and the team K24 How to access workplace policies and procedures and your own responsibilities and accountabilities relating to these K26 Own responsibilities when following procedures in the provision for recording and reporting protecting and promoting the welfare of children, safeguarding, confidentiality, information sharing and use of technology K27 The importance of reflective practice and continued professional development to improve own skills and early years practice	S21 Use feedback and mentoring or supervision to identify and support areas for development, goals and career opportunities	B7 Professional Practice – be a reflective practitioner with a commitment to continued professional development adhering to legislation, policy and procedure with a positive disposition to work
Professional discussion underpinned by a portfolio		
Pass criteria	Distinction criteria	
OR1 Describes how using reflective practice of own behaviours, feedback and mentoring has helped recognise continual professional need and identify and develop own goals in line with own role, practice, legislation and continued professional development (K23, K27, S21, B7) OR2 Describes own responsibilities and accountabilities when working in line with workplace policies and procedures during the recording, reporting and promotion of the welfare of children (K24, K26)	OR3 Explains how they try to develop and improve their own practice, work effectively as a team member, and support the roles of colleagues, through information sharing, the use of technology, self-reflection, and professional development opportunities (K23, K24, K26, K27, B7)	

Amplification and guidance

- **Own role and expected behaviours** of the early years practitioner is to ensure the safety, wellbeing and development of the children within the setting. Expected behaviours could include:
 - reliability
 - following policies and procedures
 - supporting interactions with children
 - clear communication with children
 - providing activities for children
 - collaboration with parents
 - supporting senior staff with observations and planning
 - professional development and reflective practice
- **Own responsibilities and accountabilities** regarding workplace policies and procedures could include:
 - compliance with policies and procedures
 - safeguarding and child protection
 - maintaining health and safety
 - providing educational and developmental support
 - engaging in personal and professional development
- **Own responsibilities when following procedures in the provision** may include:
 - storing information in a safe way, including electronic devices or specialised apps
 - adhering to parental permissions or requests, such as taking photos
 - safety measures where children have access to electronic devices
 - reporting concerns in and out of the setting as appropriate
 - keeping precise and accurate information
 - being mindful of confidentiality when sharing information orally with colleagues
 - wearing the correct personal protective equipment (PPE)
 - completing the appropriate training before completing tasks, such as food hygiene or medication administration
 - following correct adult to child ratio

- **Reflective practice** – to look back and evaluate on own practice to identify own areas of development. This could be through:
 - appraisal/supervisions in the setting
 - gaining feedback through peer-to-peer observations
 - learning walks
 - a reflective diary
 - a behaviours diary
- **Professional development** – ongoing training in the early years sector to develop new knowledge and skills to progress in the role.
- **Feedback and mentoring or supervision** could include:
 - self-assessment and reflection
 - goal setting
 - guidance and support from experienced colleagues
 - scheduled supervision and appraisal meetings
 - peer reviews

Working with others – parents, colleagues, other professionals

Knowledge	Skills	Behaviours
K28 The roles and responsibilities of other agencies and professionals that work with and support the provision, both statutory and non-statutory K29 The importance of the voice of the child, parental or carer engagement, the home learning environment and their roles in early learning	S22 Work co-operatively with colleagues, other professionals and agencies to meet the needs of babies and young children and enable them to progress S23 Work alongside parents or carers and recognise their role in the baby or child's health, well-being, learning and development	B4 Being team-focused - work effectively with colleagues and other professionals

	S24 Encourage parents or carers to take an active role in the baby's or child's care, play, learning and development S25 Demonstrate how to share information with parents or carers about the importance of healthy, balanced and nutritious diets for their child, looking after teeth and being physically active	
Professional discussion underpinned by a portfolio		
Pass criteria		Distinction criteria
WW1 Describes how they work cooperatively with colleagues, teams, and partner agencies to meet babies and young children's needs and help them to progress, recognising the important roles and functions (i.e. statutory and non-statutory) of professionals and relevant agencies in supporting provision (K28, S22, B4) WW2 Outlines how encouraging parents or carers to recognise their role in a baby's or child's health and well-being has facilitated the sharing of information about the importance of healthy, balanced and nutritious diets (S23, S25) WW3 Describes the importance of encouraging parents or carers to take an active role in a baby's or child's care and development and why the home learning environment and voice of the child, parent or carer is heard during their development (K29, S24)		WW4 <i>Explains how they identify and promote opportunities for improved communication and cooperation between themselves, colleagues, other professionals, parents and carers to protect babies and children's interests and support their development and progress (K29, S22, S23, B4)</i>

Amplification and guidance

- **Other agencies and professionals** could include:
 - The police
 - The National Society for the Prevention of Cruelty to Children (NSPCC)
 - Social workers
 - Speech and language therapists
 - Specialist teachers
 - Multi-agency safeguarding hub (MASH)
- **Voice of the child** means giving the child the opportunity to express their thoughts, feelings and preferences. This includes:
 - building on their confidence, self-esteem and making choices and views feel valued and respected
 - listening to children enables the practitioner to provide tailored experiences to meet their needs
 - supporting the child's emotional and social development, which will help them to regulate their emotions and build on their social skills and relationships:
 - the importance of parental/carer engagement provides a stronger home learning environment, which enables the child to feel emotionally secure and ensures consistency and that the child's needs are met
 - the importance of a home learning environment helps to enhance a child's educational experience, encourages curiosity and supports the child's emotional wellbeing
- **Their roles in early learning** – the voice of the child allows for interactions and communication between the children and the practitioner, and allows for children with additional needs to have the right support. Engagement with parents means that they can have an active role in creating and implementing support plans for their child, and also allows for activity ideas and resources to be provided to parents at home to better support their child.
- **Work co-operatively with colleagues, other professionals and agencies** – working together with others towards the same goals or targets to support children extend their learning, such as:
 - holding meetings

- reviewing learning plans
- sharing strategies/best practice among staff in the nursery
- **Work alongside parents or carers** could include:
 - good communication
 - good listening skills
 - factual information shared in regard to children's learning
 - supporting home learning through ideas and suggestions of activities
 - participation in parent meetings/evenings
- **Encourage parents or carers to take an active role** by sharing achievements with parents and provide ways they may help at home with:
 - suggestions for activities
 - strategies to support behaviour
 - sleep/health/eating advice or signposting
 - opportunities to share observations from home
 - home learning ideas
- **Share information with parents or carers** through:
 - activities done with children and the benefits
 - providing information on display boards
 - creating leaflets to share
 - policies and procedures which parents might read
 - workshops, stay and play sessions, coffee mornings
- **Work effectively with colleagues and other professionals** by:
 - sharing ideas and making suggestions for improvements
 - taking on board others' views and expertise
 - having regular team meetings

- gaining feedback through observations and supervisions
- implementing and taking ownerships of role within setting development plans or children's individual learning plans
- taking part in ongoing training
- asking for help or advice when needed

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Assessment summary

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

1. An **80-minute** observation with questioning
2. A **60-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, which will be used to determine a grade for each individual. The grade will be determined using the combined grades.

Observation of practice with questions

The observation is graded at pass only. Apprentices will be marked against the pass criteria outlined in this kit.

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

The observation will be conducted in the apprentice's normal place of work.

Professional discussion underpinned by a portfolio

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

The apprenticeship includes pass 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 distinction, the apprentice must achieve a pass in the observation with questioning and a distinction in the professional discussion underpinned by a portfolio.

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

Observation with questioning	Professional discussion underpinned by a portfolio	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Distinction

Retake and resit information

If the apprentice fails one assessment method or more, they can take a resit or a retake at their employer's discretion. The apprentice's employer needs to agree that a resit or retake is appropriate. 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.

Apprentices who achieve a pass grade cannot resit or retake the EPA to achieve a higher grade.

Where any assessment method has to 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

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 day-to-day duties under normal working conditions. Simulation is not permitted. The assessor will only observe 1 apprentice at any 1 time. The apprentice will be given **2 weeks'** notice of the observation with questions.

The observation with questions must take **80 minutes**, with **50 minutes** for the observation followed by **30 minutes** allocated for questions. The assessor can increase the time by up to 10% to allow the apprentice to complete a task or respond to a question.

The observation with questions may be split into discrete sections held on the same working day. This includes breaks and moving between locations.

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 questioning must take place in the apprentice's normal place of work, for example, their employer's premises or a customer's premises. Equipment and resources needed for the observation must be confirmed to be available by Highfield, who can liaise with the employer to provide these. They must be in good and safe working condition.

The following activities should 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

Questions must be asked after the observation. The assessor must ask questions about KSBs that were not observed to gather assessment evidence. The assessor will ask a **minimum of 5 questions**. 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 practitioner 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

The observation with questions is graded at a pass only. Apprentices will be marked against the pass criteria included in the tables on the following pages (under 'Observations with questioning criteria').

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

Observation with questioning mock assessment

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.
- an 80-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 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:
 - health and safety
 - How do you record and report hazards and risks that you've identified?
 - well-being and child development
 - How do you make sure all children are treated fairly and included in activities?
 - communication
 - Tell me about a time when you've used non-verbal communication to support a child's learning or understanding.
 - support the planning and delivery of activities, purposeful play opportunities and educational programmes
 - How do you work with your team to plan activities that support a child's overall development?
 - support children with special educational needs and disabilities
 - How do you make sure the aids or equipment you use are safe and appropriate for the child's age and stage of development?

Observation with questioning criteria

Throughout the **80-minute** observation with questioning, the assessor will review the apprentice's competence in the criteria outlined below.

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

Health and safety
To pass, the following must be evidenced.
HS1 Within own role demonstrates safe use of equipment and materials after identifying possible risks and hazards, recording and reporting them in line with guidance (K8, K9, K10, S3, S5)
HS2 Applies prevention and control measures techniques when disposing of waste correctly (K32, S4)

Well-being and child development
To pass, the following must be evidenced.
WC1 Demonstrates professional standards, recognising, considering and respecting equality, diversity, inclusion and social and cultural context, ensuring equal access to opportunities to learn and encouraging awareness of personal safety and the safety of others (K30, S6, B3, B6)

Communication
To pass, the following must be evidenced.
CO1 Applies appropriate verbal and non-verbal communication methods that are suitable for their stage of development, to extend children's understanding, development and learning, by encouraging them to use a range of communication methods (K15, S9, S10, S11)
CO2 Demonstrates honesty and trust through a professional attitude when sharing information with other professionals, via a range of communication methods (S12, B2)

Support the planning and delivery of activities, purposeful play opportunities and educational programmes

To pass, the following must be evidenced.

SP1 Demonstrates the use of enabling environments indoor or outdoor when supporting learning, via activities that support children's play, creativity, social development and development of mark making and writing interests in a caring and compassionate manner (K17, S14, S16, S17, B1)

SP2 Works with colleagues to help identify and plan educational programmes which support holistic development, accurately applying the observation, assessment, and planning cycle to evaluate performance, support learning, and improve outcomes (K18, S13, B5)

Support children with special educational needs and disabilities

To pass, the following must be evidenced.

SC1 Demonstrates awareness and respect for babies' and children's needs and developmental stages, using specialist aids, resources, and equipment safely to support individual requirements (K22, S20)

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Assessing the professional discussion underpinned by a portfolio

In the professional discussion underpinned by a portfolio, the 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 professional discussion will assess the following themes:

- well-being and child development
- safeguarding
- support the planning and delivery of activities, purposeful play opportunities and educational programmes
- support children with special educational needs and disabilities
- own role and development
- working with others – parents, colleagues, other professionals

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

The apprentice must be given **2 weeks'** notice of the professional discussion. It will take place in a suitable environment and can be conducted by video conferencing. It must last for **60 minutes**. The independent assessor can increase the time of the professional discussion by up to 10% to allow the apprentice to respond to a question if necessary.

The assessor will ask **at least 10 questions**. Follow-up questions are allowed where clarification is 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 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

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 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 60-minute time slot should be available to complete the professional discussion underpinned by a portfolio, 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 underpinned by a portfolio 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 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:
 - well-being and child development
 - Why is holistic development important?
 - How do you ensure care routines are conducted respectfully?

- safeguarding
 - Tell me about the different types of abuse that may be present in a provision.
 - How is your role affected by safeguarding policies?
- support the planning and delivery of activities, purposeful play opportunities and educational programmes
 - Tell me about a time you have had to refer your concerns about a child's development.
 - How can you support a child to increase their awareness on environmental sustainability?
- support children with special educational needs and disabilities
 - Tell me the key stages of the graduated approach when creating an individual care or participation plan for a child with special educational needs and disabilities.
- own role and development
 - Give me an example of how reflecting on your own behaviour or receiving feedback has helped you improve your practice.
- working with others – parents, colleagues, other professionals
 - Why is it important to involve parents or carers in their child's care and learning?
 - Tell me about a time you have worked with colleagues or external professionals to support a child's development.

Professional discussion underpinned by a portfolio criteria

Throughout the **60-minute** professional discussion underpinned by a portfolio, the assessor will review the apprentice's competence in the criteria outlined below.

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

Well-being and child development
To pass, the following must be evidenced.
WC2 Describes the expected pattern of babies and children's development and how babies' and young children's learning and development can be affected by own behaviour, their well-being and individual circumstances (K1, K3, K25)
WC3 Outlines the importance of holistic development and how this can be affected by attachment, the key person's role, transitions and other significant events (K2, K4, S1)
WC4 Describes the importance of health and wellbeing on children's development, the current dietary guidance for early years and how health and wellbeing is promoted by encouraging babies and young children to consume healthy, balanced and nutritious meals (K13, K14, S7)
WC5 Describes the importance of respectful care routines (S8)
To gain a distinction, the following must be evidenced
WC6 <i>Explains the importance of holistic development with examples of how they monitor, measure, support, and promote babies' and children's progress across key areas as part of effective and integrated practice (K1, K2, K3, K4)</i>

Safeguarding
To pass, the following must be evidenced.
SA1 Describes how own role is affected by responsibilities created by safeguarding policies and procedures (K6, K7)
SA2 Outlines the provision's legal requirements and guidance in relation to safeguarding and the receiving, storing, recording, administering and the safe disposal of medicines (K5, K11)
SA3 Describes the signs and symptoms which may indicate that a child is injured, unwell or in need of urgent medical attention and how to recognise when a child is in danger, at risk of serious harm or abuse (K12, S2)
SA4 Outlines fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (B8)

<i>To gain a distinction, the following must be evidenced</i>
SA5 Explains the types of abuse including: domestic, neglect, physical, emotional, and sexual abuse that may present in the provision and how safeguarding procedures are applied to protect the child (K6, S2)
SA6 Explains their responsibilities in respect of fundamental British values and how these assist in promoting the welfare of children (K5, B8)

Support the planning and delivery of activities, purposeful play opportunities and educational programmes
To pass, the following must be evidenced.
SP3 Describes the statutory framework, including the learning and development requirements and how this is used to support children's interest and development in mathematical learning and awareness of environmental sustainability (K16, K31, S18)
SP4 Outlines how to confidentially refer concerns about a baby's or child's development, after observing and accurately recording findings, in line with expected statutory and the provision's requirements (K19, S15)
<i>To gain a distinction, the following must be evidenced</i>
SP5 Explains how a child's awareness of environmental sustainability can be increased by using mathematical patterns, sorting and matching (K31, S18)

Support children with special educational needs and disabilities
To pass, the following must be evidenced.
SC2 Describes the key stages of a graduated approach to creating a baby's or young child's individual care and participation plan, including how this should be managed in partnership with parents/carers and follow statutory guidance for children with special educational needs and disabilities (K20, K21, S19)
<i>To gain a distinction, the following must be evidenced</i>
<i>No distinction criteria</i>

Own role and development
To pass, the following must be evidenced.
OR1 Describes how using reflective practice of own behaviours, feedback and mentoring has helped recognise continual professional need and identify and develop own goals in line with own role, practice, legislation and continued professional development (K23, K27, S21, B7)
OR2 Describes own responsibilities and accountabilities when working in line with workplace policies and procedures during the recording, reporting and promotion of the welfare of children (K24, K26)

To gain a distinction, the following must be evidenced

OR3 Explains how they try to develop and improve their own practice, work effectively as a team member, and support the roles of colleagues, through information sharing, the use of technology, self-reflection, and professional development opportunities (K23, K24, K26, K27, B7)

Working with others – parents, colleagues, other professionals

To pass, the following must be evidenced.

WW1 Describes how they work cooperatively with colleagues, teams, and partner agencies to meet babies and young children's needs and help them to progress, recognising the important roles and functions (i.e. statutory and non-statutory) of professionals and relevant agencies in supporting provision (K28, S22, B4)

WW2 Outlines how encouraging parents or carers to recognise their role in a baby's or child's health and well-being has facilitated the sharing of information about the importance of healthy, balanced and nutritious diets (S23, S25)

WW3 Describes the importance of encouraging parents or carers to take an active role in a baby's or child's care and development and why the home learning environment and voice of the child, parent or carer is heard during their development (K29, S24)

To gain a distinction, the following must be evidenced

WW4 Explains how they identify and promote opportunities for improved communication and cooperation between themselves, colleagues, other professionals, parents and carers to protect babies and children's interests and support their development and progress (K29, S22, S23, B4)

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