

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

Apprentice Details

Name	
Employer	
Training Provider	

Portfolio of evidence

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

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

KSB	Evidence reference	Evidence location
K2 The significance of attachment and how to promote it effectively (PC1, PC2, A1, A2, PS1)		
K4 How children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, birth of a sibling, family breakdown and adoption and care (PC1, PC2, A1, A2, L1, L2, SS1)		
K5 the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances (ED1)		
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives (EI1, EI2, PC1, PC2, A1, A2, SS1)		
K10 When a child is in need of additional support such as where a child’s progress is less than expected. How to assess within the current early years’ education curriculum framework using a range of assessment techniques such as practitioners observing children through their day-to-day interactions and observations shared by parents and/ or carers (EI1, EI2, AS1, AS2, SS1)		

K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children (HS1, HS2)		
K15 Safeguarding policies and procedures, including child protection, recognise when a child is in danger or at risk of abuse, and know how to act to protect them. Types of abuse include domestic, neglect, physical, emotional and sexual (CO1, CO2, SG1, SG2)		
K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely (PH1, HL1, HL2, HP1, HP2)		
S1 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as the needs of children learning English as an additional language from a variety of cultures (SS1)		
S2 Promote equality of opportunity and anti-discriminatory practice (ED1)		
S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements (PL1, PL2)		
S4 Ensure plans fully reflect the stage of development, individual needs and circumstances of children and providing consistent care and responding quickly to the needs of the child (A1, A2)		
S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children (L1, L2)		
S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities (E1)		
S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking (ST1, ST2)		
S8 Support and promote children's speech, language and communication development (CL1)		
S9 Support children's group learning and socialisation (PS1)		
S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate (BM1, BM2)		
S11 Support children to manage their own behaviour in relation to others (BM1, BM2)		
S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate (EI1, EI2)		
S13 Carry out and record observational assessment accurately (OA1, OA2, AS1, AS2)		

S14 Identify the needs, interests and stages of development of individual children (L1, L2, A1, A2)		
S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities (AS1, AS2)		
S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers (PC1, PC2)		
S17 Communicate effectively in English in writing and verbally. For example, in the recording of administration of medicine, completing children's observational assessments and communicating with parents and other professionals (WOC1)		
S18 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge (for example, in English, mathematics, music, history, or modern foreign languages) (RP1)		
S19 Plan and carry out physical care routines suitable to the age, stage and needs of the child (PH1)		
S20 Promote healthy lifestyles for example by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age and be physically active through planned and spontaneous activity through the day (HL1, HL2)		
S21 Undertake tasks to ensure the prevention and control of infection for example hand washing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment (HP1, HP2)		
S22 Carry out risk assessment and risk management in line with policies and procedures (RA1)		
S23 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met, such as emotional, physical, psychological and cultural (SG1, SG2, AS1, AS2, RR1)		
S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children (CO1, CO2, HS1, HS2)		
S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress (T1)		
S26 Work in partnership with parents and/or carers to help them recognise and value the significant contributions they make to the child's health, well-being, learning and development (PC1, PC2)		
S27 Encourage parents and/or carers to take an active role in the child's play, learning and development (PC1, PC2)		

B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice (PC1, PC2, A1, A2, L1, L2, E1, PS1, ST1, ST2, SS1, T1, CO1, CO2, PH1)		
B2 Being team-focused – work effectively with colleagues and other professionals and support the learning and development of others through mentoring and sharing of professional expertise and experience (PC1, PC2, T1, CO1, CO2)		
B3 Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude (PC1, PC2, SS1, SG1, SG2, CO1, CO2)		
B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education (PC1, PC2, PL1, PL2, A1, A2, L1, L2, E1, PS1, AS1, AS2, SS1, ST1, ST2, HS1, HS2, CL1)		
B5 Work in a non-discriminatory way, by being aware of differences and ensuring all children have equal access to opportunities to learn, develop and reach their potential (SS1, EI1, EI2, ED1)		
B6 Working practice take into account fundamental British values including democracy, the rule of the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (SS1, PS1, ED1)		

Apprentice Declaration

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

Signed by apprentice (name)	Signature	Date

Employer Declaration

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

Signed on behalf of employer (name)	Signature	Date