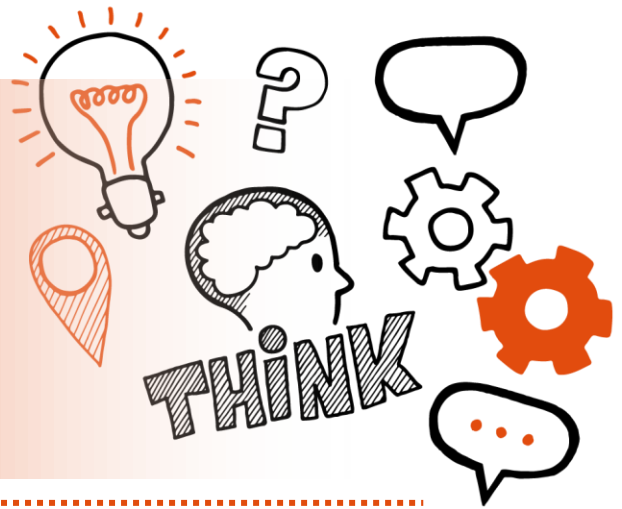


Think about

Professional discussion  
underpinned by a portfolio of  
evidence

Level 5 ST0551 Early Years  
Lead Practitioner V1.1



On the day of this assessment you will carry out:



A 90-minute professional discussion underpinned by a  
portfolio of evidence (+10%)



Remote or face-to-face



In a suitable, controlled environment free from  
distraction



With an end-point assessor



**Key point**

You will have already submitted your portfolio of evidence, which is  
not formally assessed, but can be used to illustrate your answers.



## Do

- Review the criteria associated with the professional discussion underpinned by a portfolio of evidence - this can be found in the EPA Kit and in the table at the end of this document
- Review relevant legislations, regulations and your organisation's policies and procedures
- Ensure a quiet room is available and that there are no interruptions
- Be prepared to answer at least 8 questions and any follow-up questions that your assessor may ask



## Don't

- Forget to bring your ID
- Forget to plan
- Forget to bring your portfolio to refer to during the professional discussion



## Next steps

- Results can take up to 7 working days to be confirmed
- Your manager or training provider will inform you of the results



## Resits

- If you do not achieve a pass result on the professional discussion underpinned by a portfolio of evidence, you can resit the assessment



## Use the table below to plan and prepare for the professional discussion underpinned by a portfolio of evidence

**(P)** indicates pass criteria

**(D)** indicates distinction criteria

Assessment criteria	Key points to remember
<b>Legislation and guidance</b>	
<b>(P)</b> Explain the role of the designated lead for safeguarding and assimilating findings of reviews and assessments of significant incidents or cases. Explain current legislation and guidance and how this is implemented through policy and procedure. Outline your own responsibilities, knowing when to question and challenge others, including their own professional curiosity, regarding safeguarding and protecting children. (K6, K21, S10, S11)	
<b>(P)</b> Evaluate the strategies you apply when collaborating and cultivating partnerships with parents or carers stakeholders and multi agencies. (K10, S14)	



<p><b>(P)</b> Explain the importance and impact of inclusion, equality, and diversity and how to promote and embed consistent and impartial strategies that value equality in leaderful practice, within professional boundaries. (K17, B1)</p>	
<p><b>(P)</b> Explain the current administration and records systems you use and how you share oral and written information in line with the security and confidentiality policy, and current legislation. (K20, S25)</p>	
<p><b>(P)</b> Explain how you manage efficient and sustainable practice when using resources, applying reuse, recycling and safe disposal principles. (K22, S27)</p>	



**(D)** Justify your rationale for decision making with regards to safeguarding and protecting children, drawing on policies and procedures and your professional insight and curiosity. (K6, S10, S11)

**(D)** Critically reflect on opportunities to recognise and challenge discriminatory processes, behaviours and attitudes and how these impact the child and family. (K17, B1)

### Health & wellbeing

**(P)** Analyse theories of self-regulation, resilience and wellbeing and the importance for children's holistic development and life experiences. (K4)



<p><b>(P)</b> Explain the importance of considering pedagogy when evaluating the curriculum's intent, implementation and impact and how strategies are developed and modelled to ensure the emotional, psychological, physical and cultural needs of all children within the setting are met. (K14, S2)</p>	
<p><b>(P)</b> Analyse how you promote and support children and families to develop a healthy approach to making choices about activities and lifestyle. (S6)</p>	
<p><b>(D)</b> Compare and contrast different pedagogies, justifying the choices made, by illustrating the impact of decisions made on emotional, psychological, physical and cultural development of children in the setting. (K14, S2)</p>	



## Continual professional development

**(P)** Evaluate how reflection influences your early years practice and drives your commitment to continuing professional development and action research. (K19)

**(P)** Explain how you use opportunities to reflect on your development both professionally and personally and evaluate how they respond to challenge and constructive criticism. (S24, B6)

**(P)** Explain how you incorporate theories from physiological, neurological, developmental and education into your development and practice. (K13)



**(D)** Analyse the impact reflective practice has on your effectiveness as a lead practitioner, and evaluate how reflective experiences involving challenge and constructive criticism enhance your professional competence. (K19, S24, B6)

### Child development

**(P)** Analyse how children learn and develop from conception to 8 years within the social, and cultural context and how this impacts their future. (K2)

**(P)** Analyse factors that can impact upon health, well-being and early learning of children from conception to 8 and how children and families can make healthy and effective life choices. (K3, S7)





<p><b>(P)</b> Explain theories of attachment you use to promote effective relationships between staff and children. (K7)</p>	
<p><b>(P)</b> Explain how you develop effective and collaborative partnerships with parents and carers considering social and cultural context and influence, and the importance of home learning, and how that partnership enables a greater understanding of the child/children leading to enhanced opportunities. (K8, S15)</p>	
<p><b>(D)</b> Evaluate approaches to children's development you use in your practice, and articulates how you reach decisions in complex situations. (K2, K3, S7)</p>	



## Observation and assessment planning

**(P)** Use theoretical knowledge of the importance of play, demonstrating how you support children to engage in a range of learning contexts, supporting confidence within social experiences, including how you stimulate children's creativity and curiosity and how this benefits learning. (K11, K12, S4)

**(P)** Evaluate how planning cycles and formative and summative assessments for child or children inform and improve practice in relation to needs-based assessment and early intervention. (K16, S19)

**(P)** Analyse the impact of design, resources and engagement within indoor and outdoor environments to enable learning and development. (K15)



**(D)** Critically analyse your choice of intervention strategies to create play, learning and development and social experiences for the child or children, including how these enable enquiry based active learning. (K11, K12, S4)

V1.1

