

T Level Technical Qualification in Education and Childcare

Occupational specialism assessment (OSA)

Early Years Educator

Assignment 2

Competence observation criteria

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Early Years Educator Criteria Performance Evidence Tutor Guidance

Tutor Guidance

This pack contains the mandatory forms which must be used by Providers to gather evidence for each student for Assignment 2 Part 1 to make a final assessment decision on their competence against the Early Years Educator criteria.

The forms and criteria should be used to record each student's achievement against the essential Early Years Educator criteria, to ensure they have achieved competence against **all** criteria by the end of their qualification.

The guidance clearly identifies those which must be observed and others which can involve a Professional Discussion for full or partial achievement. Some criteria have been split across different situations, often due to sub-criteria requiring the student to demonstrate competence in a range of situations. Where this is the case, assessors will be able to use their professional judgement to record a judgement of competence for each student.

Whilst the criteria have been arranged specifically, we value and appreciate holistic approaches to assessment of the skills - based criteria achieved through observation. Holistic observations are welcomed, and assessors may use the appropriate form to track student evidence in line with this guidance. Professional discussions with students can take place outside of the setting as long as safe to do so. Students may refer to documentation including work products, child observations, planning, reflective accounts, policy and procedures to support professional discussions as appropriate.

Students must have achieved competence in all criteria before they can be considered for achievement of an Early Years Educator Technical Qualification.

Observations for assessment should not take place until the Provider is confident that the student will be able to show an appropriate level of achievement during the observation.

All completed forms and final assessment decisions must be submitted to NCFE by the submission deadline in the final year of the T Level qualification.

The table below provides guidance on the use of the forms in this pack.

Initial Observation Planning Form	This form should be used to plan the first observation the Assessor will make of the student on their industry placement. This form will detail the date of the first observation, the intended activity to be observed and the criteria expected to be covered. This form must be shared with the student prior to the observation taking place.
Observation Of Skills Recording Form	This form should be used to make a narrative record of each planned observation conducted by the Assessor. Each observation form must be numbered for referencing purposes. The observation narrative must be linked to the specific criteria during the observation.

Professional Discussion Form	<p>Where relevant, and only for specified criteria, professional discussion can be used to confirm a student's understanding. In these instances, this form should be used. It must be numbered with the same number as the Observation of Skills Recording Form, and be linked to the criteria that the Assessor feels have been covered during the discussion.</p> <p>Criteria where Professional discussion is allowed as a method of Assessor judgement, are marked as such in the list of criteria in this document.</p>
Future Planning Form	This form should be used after each observation to confirm plans for any future observations.
Criteria assessor judgement guidance and assessment justification	<p>These forms must be used to capture an assessment judgement for each criterion, with a justification linking back to the relevant evidence on the Observation of Skills Recording Forms, and any Professional Discussion Form.</p> <p>These forms should be completed to some degree after each observation, for example to record an initial justification for a particular judgement against a particular criteria, but they should only be completed in full after all observations have been carried out and the Provider is ready to submit the student's evidence for final TQ achievement.</p>
Final Assessment Judgement Form	This form should be used to confirm a final judgement of the student's competence against the EYE criteria as a whole. There will be a deadline in the final year of each student's T Level qualification for these final marks to be submitted.

T Level Technical Qualification in Education and Childcare (603/5829/4)

Assignment 2 Part 1: Recording Forms

Occupational Specialism: Early Years Educator

Assessor Guidance

Please complete the details below clearly and in BLOCK CAPITALS.

Student name _____

Provider name _____

Student number

Provider number

Student signature _____

Assessor signature _____

Initial Observation Planning Form

Student name		T Level Technical Qualification in Education and Childcare (603/5829/4)	
Assessor name		Provider	Employer
Planned activity		Criteria expected to be covered	
Assessor signature		Date	

Observation of Skills Recording Form

Student name		Date	
T Level Technical Qualification in Education and Childcare (603/5829/4)			
Assessor name			
Observation number			

Record of observation	Criteria

Student name and signature		Date	
Assessor name and signature		Date	

Professional Discussion Form

T Level Technical Qualification in Education and Childcare (603/5829/4)		Student name	
Date and time of discussion		Assessor name	
Observation number			

Record of the discussion. Please include:		Criteria	
<ul style="list-style-type: none"> • people present • what you discussed/questions/answers 			
Student signature		Date	
Assessor signature		Date	

Future Planning Form

Student		Assessor	
T Level Technical Qualification in Education and Childcare (603/5829/4)			
Most recent observation number			
Future planning/Observation objectives			
Student signature		Date	
Assessor signature		Date	

Feedback Form

Student		Assessor	
T Level Technical Qualification in Education and Childcare (603/5829/4)			
Feedback to student (including reference to criteria)			
		Criteria:	
Student signature		Date	
Assessor signature		Date	

Evidence Mapping Form

Student		Assessor	
T Level Technical Qualification in Education and Childcare (603/5829/4)			
Criteria		Evidence Reference	
1.1 Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7			
1.2 Understand the significance of attachment and how to promote it effectively			
1.3 1.3 Understand a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.			
1.4 Analyse and explain children's learning and development in relation to their stage of development and individual circumstances.			
1.5 Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances			
1.6 Understand the importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development 			
1.7 Implement a range of pedagogical strategies to support children's early literacy and mathematical skills			
1.8 Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.			
1.9 Understand the current early education curriculum requirements.			
1.10 Promote equality of opportunity and anti-discriminatory practice			
2.1 Plan and lead activities, purposeful play opportunities which include the learning and development areas of current early education curriculum requirements.			
2.2 Ensure plans fully reflect the stage of development, individual needs and circumstances of children			

2.3 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children	
2.4 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	
2.5 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	
2.6 Support and promote children's speech, language and communication development	
2.7 Support children's group learning and socialisation	
2.8 Model and promote positive behaviours expected of children	
2.9 Support children to manage their own behaviour in relation to others	
2.10 Understand when a child is in need of additional support.	
2.11 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	
3.1 Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	
3.2 Carry out and record observational assessment accurately.	
3.3 Identify the needs, interests and stages of development of individual children.	
3.5 Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers	
4.1 Demonstrate a good command of the English language in spoken and written form	
4.2 Explain the importance of continued professional development to improve own skills and early years practice.	
4.3 Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge	
5.1 Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	

5.2 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	
5.3 Plan and carry out physical care routines suitable to the age, stage and needs of the child.	
5.4 Understand why health and well-being is important for babies and children and promote healthy lifestyles	
5.5 Understand how to respond to accidents and emergency situations	
5.6 Demonstrate skills and knowledge for the prevention and control of infection <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases 	
5.7 Carry out risk assessment and risk management in line with policies and procedures.	
5.8 Understand 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 including: <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual abuse 	
5.9 Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met.	
6.1 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	
6.2 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	
6.3 Encourage parents and/or carers to take an active role in the child's play,	

learning and development			
Student signature		Date	
Assessor signature		Date	

Final Assessment Judgement Form

Student name		T Level Technical Qualification in Education and Childcare (603/5829/4)	
Assessor name		Provider	Employer
Confirmation that all criteria are achieved at a level of Competence		Yes / No	
Student signature		Date	
Assessor signature		Date	

Learner Name:	
Placement Name:	
Placement Supervisor Name:	

Version 3.2 TBC 2021

T Level Technical Qualification in Education and Childcare Recording of Competencies

Early Years Educator reference	1.1
Criteria	Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7
Assessed skills	Children's development patterns to include: <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
Limited understanding of the expected patterns of children's holistic development from 0–7 years. Some significant key milestones are identified in holistic development.	<p>Significant milestones in a child's holistic development from 0–7 years are described with examples in the following areas:</p> <ul style="list-style-type: none"> • cognitive • speech, language and communication development • literacy and numeracy • physical • emotional • social • neurological and brain development. <p>The response makes reference to: individual rate, and pace and how the adult can support holistic development. Examples of theory may enhance understanding.</p>

Assessment justification

There may be application of this understanding in the observations undertaken as the student is able to use knowledge to plan, lead and facilitate holistically engaging age/stage appropriate experiences for the children.

This criterion must be achieved in full:

Professional discussion must demonstrate an **understanding of the student's understanding of the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.**

Children's development patterns to include:

- **cognitive**
- **speech, language and communication development**
- **literacy and numeracy**
- **physical**
- **emotional**
- **social**
- **neurological and brain development.**

Final attainment:

Early Years Educator reference	1.2, 1.8
Criteria	Promote secure attachments with children. Understand the significance of attachment.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • meeting individual needs through care routines • being responsive and sensitive to the child's likes, interests and needs <p>Through follow up discussion, the student demonstrates understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives to include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people • moving between settings and carers.
Professional discussion allowed?	Yes - use of professional discussion to demonstrate knowledge of 1.8.

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited confidence or inconsistency in responding to children's needs or preferences.</p> <p>Limited confidence or inconsistent ability to meet individual needs evident during care routines.</p>	<p>Promotion of secure attachments is demonstrated through appropriately and consistently meeting children's needs, interests or preferences. Student demonstrates an understanding of the potential effects of and how to prepare and support children through transitions and significant events in their lives to include:</p> <ul style="list-style-type: none"> • moving to school • starting and moving through day care • birth of a sibling • moving home • living outside of the home • family breakdown • loss of significant people moving between settings and carers. <p>Confident to meet children's individual needs through care routines.</p>

Assessment justification

The criteria must be achieved in full through direct observation and professional discussion. The student must show sensitivity to the needs of children during significant transition and the discussion should demonstrate the student's clear understanding of the significance of attachment.

Promote secure attachments with children (via direct observation)

Understand the significance of attachment (via professional discussion)

The student demonstrates:

- **meeting individual needs through care routines**
- **being responsive and sensitive to the child's likes, interests and needs.**

Through follow up discussion, the student must show an appreciation of how to prepare and support children through transitions and significant events in their lives to include:

- **moving to school**
- **starting and moving through day care**
- **birth of a sibling**
- **moving home**
- **living outside of the home**
- **family breakdown**
- **loss of significant people**
- **moving between settings and carers.**

Final attainment:

Early Years Educator reference	1.3, 1.6, 1.9, 2.1, 2.2, 2.3, 2.10, 2.11, 3.3, 5.9, (5.9 planning)
Criteria	Plan and lead/facilitate educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum.
Assessed skills	<p>The student demonstrates:</p> <ul style="list-style-type: none"> • planning to support children's areas of learning and development in the current early education curriculum, with reference to underpinning theories and philosophical approaches • planning to meet the needs (including additional needs if relevant) of all children to enable them to progress • appropriate use of individual children's information to inform planning • appropriate ability to lead/facilitate planned play/activities across a range of areas of learning and development in the early years curriculum. <p>Through follow up discussion, student demonstrates understanding of:</p> <ul style="list-style-type: none"> • how to recognise when a child is in need of additional support • the needs, interests and stages of development of individual children • maintaining accurate planning reports and observation and assessment reports • explaining the importance of the Prime areas of learning for children's holistic development • understanding the current early education curriculum requirements • understanding a range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice • how planning is informed by working alongside parents and other professionals
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited or inconsistent use of planning and information to support children's learning and development needs.</p> <p>Lacks confidence in leading/facilitating children's planned activities and/or play opportunities.</p>	<p>Planning and use of information (informed by working alongside parents and other professionals) demonstrates ability to support all children's needs through accurate and effective links to intended learning and development within the range of learning and development areas in the early years curriculum.</p> <p>Confidence in leading/facilitating children's planned activities and play opportunities to support learning and development effectively. The student is able to show an understanding of a range of underpinning theories and philosophical approaches to how children learn and develop and how this is applied in early years practice.</p>

Assessment justification	
<p>The criteria must be achieved through direct observation and professional discussion:</p> <p>Plan and lead/facilitate educational activities and play, opportunities to meet the needs of all children (including additional needs if relevant) within a range of areas of learning and development as stated in the early education curriculum.</p> <p>The student demonstrates:</p> <p>Direct Observation:</p> <ul style="list-style-type: none"> planning to support children's areas of learning and development in the current early education curriculum planning to meet the needs (including additional needs if relevant) of all children to enable them to progress appropriate use of individual children's information to inform planning appropriate ability to lead/facilitate planned play/activities across a range of areas of learning and development in the early years curriculum. <p>Professional Discussion</p> <p>Through follow up discussion, student demonstrates understanding of:</p> <ul style="list-style-type: none"> how to recognise when a child is in need of additional support the needs, interests and stages of development of individual children maintaining accurate planning reports and observation and assessment reports explaining the importance of the Prime areas of learning for children's holistic development The influence of philosophical approaches to current early education requirements the current early education curriculum requirements. 	
Final attainment:	

Early Years Educator reference	1.4
Criteria	Children's learning and development in relation to their stage of development and individual circumstances.
Assessed skills	Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
The student's response is limited, making reference to one or more factor/s that may impact on learning and development. There is no analysis and limited explanation.	The student's response explains one environmental and one biological factor impacting learning and development in children. Analysis is attempted through example to evidence how the stage of development and learning of children is affected by their stage of development and individual circumstances.

Assessment justification
<p>Professional discussion (typical and atypical), and there may be application of this understanding in the observations undertaken as the student is able to use knowledge to plan, lead and facilitate holistically engaging age/stage appropriate experiences for the children.</p> <p>This criteria must be achieved in full:</p> <p>Through the professional discussion the student must be able to:</p> <ul style="list-style-type: none"> analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances.

Final attainment:	
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Early Years Educator reference	1.5, 1.10
Criteria	Promote equality of opportunity and anti-discriminatory practice Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances
Assessed skills	The student demonstrates: <ul style="list-style-type: none"> ensuring individual needs and interests are considered in planning and provision of resources celebrating diversity of culture and family backgrounds within the setting, modelling appropriate behaviour and where appropriate is confident to challenge discrimination.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
Limited ability to consistently follow policies and procedures to promote equal opportunities. Lacks confidence in recognising and addressing discriminatory practice	Consistently follows setting equality policies and procedures. Shows confidence to recognise discriminatory behaviour and address with minimal prompting.

Assessed skills	Through follow up discussion, student demonstrates understanding of: <ul style="list-style-type: none"> the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances the setting's policies and procedures related to equality of opportunity and anti-discriminatory practice
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Marking bands	
Working towards competence	Competence
An awareness of setting equality and antidiscrimination policies and procedures is shown, although not always incorporated into own practice.	Awareness of equality and responds to show some ability to challenge discriminatory behaviour.

Assessment justification
<p>The criteria must be achieved in full via direct observation and professional discussion</p> <p>Promote equality of opportunity and anti-discriminatory practice (in each observation)</p> <p>Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances (through professional discussion)</p> <p>The student demonstrates:</p> <ul style="list-style-type: none">• ensuring individual needs and interests are considered in planning and provision of resources• celebrating diversity of culture and family backgrounds within the setting• modelling appropriate behaviour and where appropriate is confident to challenge discrimination.

Final attainment:	
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Early Years Educator reference	1.7
Criteria	Implement a range of pedagogical strategies to support children's early literacy and mathematical skills.
Assessed skills	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • story telling • guided reading • role play • systemic synthetic phonics • using visual aids and signs in the environment to support emerging literacy and mathematics • using bilingual resources • modelling language • using appropriate questioning techniques for age and stage • instigating high-quality, adult-child verbal interactions • using songs, rhymes and storytelling to support emerging mathematics • following children's leads and giving children time to respond • using an interpreter • 1:1 support.
Professional discussion allowed?	Yes - include professional discussion to complement observation. The professional discussion must not be used as an alternative but may be used to complement understanding, in particular systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy.

Assessor judgement guidance	
Working towards competence	Competence
Inconsistent or limited use of strategies to support literacy/ mathematics	Consistently implements appropriate strategies to support emergent literacy and mathematics.
Lacks confidence in using strategies to support children's early literacy skills.	Confidence is demonstrated when using strategies to support children's early literacy skills.

Assessment justification
Observation and professional discussion.

Final attainment:	
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Early Years Educator reference	2.4
Criteria	Encourage children's participation by ensuring a balance between adult-led and child-initiated activities.
Assessed skills	<p>Student demonstrates:</p> <ul style="list-style-type: none"> incorporating both adult-led and child-initiated play and educational activities into the daily and weekly plans providing children with easy access to resources and equipment to accommodate child-initiated play offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back.
Professional discussion allowed?	No

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited or inconsistent ability to select or provide resources and equipment to encourage participation and balance adult-led and child-initiated activities.</p> <p>Lacks confidence and/or shows limited or inconsistent ability to appropriately intervene and/or understand when it may be appropriate to step back and enable child initiated play.</p>	<p>Appropriate and consistent ability to select or provide resources to encourage participation and balance adult-led and child-initiated activities.</p> <p>Consistent confidence to appropriately intervene and/or understand when it may be appropriate to step back and enable child-initiated play.</p>

Assessment justification
<p>The criteria must be achieved through Direct Observation</p> <p>Encourage children's participation by ensuring a balance between adult-led and child-initiated activities.</p> <p>Student demonstrates:</p> <ul style="list-style-type: none"> incorporating both adult-led and child-initiated play and educational activities into the daily and weekly plans providing children with easy access to resources and equipment to accommodate child-initiated play offering the appropriate level of support for children to apply their knowledge and skills to different situations and knowing when to step back.

Final attainment:	
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Early Years Educator reference	2.5
Criteria	Engage in effective strategies to develop and extend children's learning and thinking.
Assessed skills	<p>The student demonstrates</p> <ul style="list-style-type: none"> • engagement in sustained shared thinking with children • scaffolding skills and knowledge • differentiation of support • using open-ended questioning • encouraging group discussion • creating opportunities for problem solving • facilitating opportunities for peer learning.
Professional discussion allowed?	No

Assessor judgement guidance	
Working towards competence	Competence
Limited effectiveness in using strategies to develop children's learning and thinking.	Uses appropriate strategies to develop and extend children's learning and thinking.
Lacks confidence in engaging with children in a way, which extends their learning and thinking.	Confidence in engaging with children appropriately in ways that extend their learning and thinking.

Assessment justification
<p>The criteria must be met through Direct Observation:</p> <p>Engage in effective strategies to develop and extend children's learning and thinking.</p> <p>The student demonstrates:</p> <ul style="list-style-type: none"> • engagement in sustained shared thinking with children • scaffolding skills and knowledge • differentiation of support • using open-ended questioning • encouraging group discussion • creating opportunities for problem solving. • facilitating opportunities for peer learning.

Final attainment:	
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Early Years Educator reference	3.1, 5.9 partial for observation and planning records
Criteria	Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities. (5.9–planning, observation and assessment records)
Assessed skills	Student demonstrates: <ul style="list-style-type: none"> • using observational assessments to identify children's current mathematical understanding • supporting children's mathematical understanding during play and structured opportunities
Professional discussion allowed?	Yes - include professional discussion to complement observation. Professional discussion must not be used as an alternative but may be used to compliment understanding

Assessor judgement guidance	
Working towards competence	Competence
Observations and assessments of children's mathematical understanding have limited accuracy, or are inconsistently used in planning or providing play or structured activities that support their mathematical skills.	<p>Observations and assessments of children's mathematical understanding are used to plan or provide appropriate play or structured activities that support their mathematical skills.</p> <p>This is evident through appropriate planning or provision of activities or play resources to support next steps in children's mathematical development. Recording documentation for observations must be included.</p>

Assessment justification
<p>This criteria must be achieved in full using direct observation and may be complemented by professional discussion</p> <p>Use observational assessments to identify children's mathematical skills and foster these skills through play and structured opportunities (5.9–planning, observation and assessment records)</p> <ul style="list-style-type: none"> • uses observational assessments to identify children's current mathematical understanding • supports children's mathematical understanding during play and structured opportunities

Final attainment:	
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Early Years Educator reference	3.2, 3.4
Criteria	Carry out and record observational assessment accurately Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities
Assessed skills	<ul style="list-style-type: none"> • Write a rationale for the observation • Record observation of a child • Use observation to plan next steps • Students must have evidence of permission and authentication from their placement to carry out an observation on a child. <p>The observation must include a rational, observation record and recommended next steps for development based on the findings of the observation.</p>
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
The student is able to share: A weak rationale with limited child observation weakening the use of the observation for meaningful next steps planning.	The student is able to share: A focused rationale identifying the area of learning or development and outlining the benefit of carrying out the observation for the child. An observation that is sufficiently detailed allowing for accurate, child-centred next steps planning.

Assessment justification
These criteria must be met in full by professional discussion based on student's observational record.

Final attainment:	
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Early Years Educator reference	6.3
Criteria	Encourage parents and/or carers to take an active role in the child's play, learning and development.
Assessed skills	<p>Student takes opportunity to encourage parents and/or carers to be actively involved in children's play learning and development using at least one of the following:</p> <ul style="list-style-type: none"> • when parents drop off/collect children • after carrying out planned/spontaneous observations (partial 3.2) • during stay and play, settling in or similar sessions where parents are participating • ahead of parent meetings • during planning meetings with colleagues and other practitioners including multi-disciplinary teams.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited ability to engage appropriately with parents and/or carers to encourage them to take an active role in the child's play, learning and development.</p> <p>Professional discussion if required.</p> <p>Limited understanding of opportunities and ways to engage appropriately with parents and/or carers to encourage them to take an active role in the child's play, learning and development.</p>	<p>Appropriately engages with parents and/or carers to encourage them to take an active role in the child's play, learning and development.</p> <p>Professional discussion if required.</p> <p>Appropriate understanding of opportunities and ways to engage appropriately with parents and/or carers to encourage them to take an active role in the child's play, learning and development.</p>

Assessment justification	
<p>The criteria must be achieved through direct observation and professional discussion:</p> <p>Encourage parents and/or carers to take an active role in the child's play, learning and development</p> <p>Student takes opportunity to encourage parents and/or carers to be actively involved in children's play learning and development using at least one of the following:</p> <ul style="list-style-type: none"> • when parents drop off/collect children • after carrying out planned/spontaneous observations • during stay and play, settling in or similar sessions where parents are participating • ahead of parent meetings • during planning meetings with colleagues and other practitioners including multi-disciplinary teams. 	
Final attainment:	

Early Years Educator reference	3.5, 6.1
Criteria	Work collaboratively with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable them to progress. Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers
Assessed skills	The student demonstrates ways in which to work collaboratively with colleagues and other professionals to meet the needs of babies and young children and support progression. The student demonstrates they are able to work with others to plan next steps for children, examples may include: <ul style="list-style-type: none"> • maintaining effective and on-going communication to discuss child's progress • sharing knowledge, expertise and experience • arranging and attending regular meetings to review and revise progress • fulfilling own professional responsibilities • when parents drop off/collect children • after carrying out planned/spontaneous observations • ahead of parent meetings • during planning meetings with colleagues, key person and other practitioners including multi-disciplinary teams
Professional discussion allowed?	Yes - through a follow up discussion, student demonstrates understanding of: <ul style="list-style-type: none"> • sharing progress and next steps in the setting with the key person, colleagues, parents and carers

Assessor judgement guidance	
Working towards competence	Competence
Limited understanding is shown of appropriate collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression. Limited or partially accurate examples are given of agencies/professionals practitioners may need to work with and why/when.	Appropriate understanding is shown of collaborative working practices with colleagues, parents/carers and other professionals to meet the needs of babies and children and enable progression. Accurate examples are given of agencies/professionals practitioners may need to work with and why/when.

Assessment justification

The criteria must be met in full through direct observation and professional discussion:

Work collaboratively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.

Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.

Direct Observation:

Student demonstrates ways in which to work collaboratively with colleagues and other professionals to meet the needs of babies and young children and support progression. The student demonstrates they are able to work with others to plan next steps for children, examples may include:

- maintaining effective and on-going communication to discuss child's progress
- sharing knowledge, expertise and experience
- arranging and attending regular meetings to review and revise progress fulfilling own professional responsibilities
- when parents drop off/collect children
- after carrying out planned/spontaneous observations
- ahead of parent meetings
- during planning meetings with colleagues, key person and other practitioners including multidisciplinary teams

Professional Discussion:

- Discuss sharing progress and next steps in the setting with the key person, colleagues, parents and carers.

Final attainment:

Early Years Educator reference	4.1, 4.2, 4.3
Criteria	Continued professional development.
Assessed skills	<p>Explain the importance of continued professional development to improve own skills and early years practice.</p> <p>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).</p> <p>Good command of written and spoken English</p>
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
The response defines continued professional development (CPD) and offers a limited explanation, identifying a weak rationale for participating in continued professional discussion. The student has developed a plan for CPD but this is limited. Good command of written and spoken English.	The response given explains continuous professional development supported by the use of examples. Reasons for participating in CPD are limited to the developing skills of the practitioner. The student has developed a plan for CPD reflecting own strengths and interests. Good command of written and spoken English.

Assessment justification
<p>This criteria must be met through professional discussion with reference to written work produced by the student, such as an activity plan or child observation.</p> <p>Good command of written and spoken English</p> <p>Explain the importance of continued professional development to improve own skills and early years practice</p> <p>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).</p>

Final attainment:	
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Early Years Educator reference	5.1, 5.2, 5.5, 5.7, 5.8, 5.9, 5.9 records in relation to health, safety and security, medication, accidents, daily registers
Assessed skills	<p>Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.</p> <p>Carry out risk assessment and risk management in line with policies and procedures.</p> <p>Understand how to respond to accidents and emergency situations.</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them. Types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
The student has limited knowledge of safeguarding and welfare requirements. The student is able to identify different types of abuse	<p>The student knows the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children, to include child protection.</p> <p>The student knows how to respond to accidents and emergency situations.</p> <p>The student is able to carry out risk assessment for risk management in line with policies and procedures.</p> <p>The student is aware of safeguarding policies and procedures including child protection, and can explain when a child is in danger or at risk from abuse and how to act to protect them.</p> <p>Types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual. <p>The student can explain policy and procedure in relation to keeping children safe and protecting them in line with own responsibilities dealing with accidents and emergency situations and can apply this knowledge appropriately. The student demonstrates sufficient working knowledge of how to undertake risk assessment, health and safety (accidents and incidents, security (including online), administration/storage of medicine and daily registers records including a recognition of the significance of confidentiality.</p> <p>Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them.</p> <p>The student is aware of different types of abuse to include:</p> <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual.

Assessment justification

The criteria must be achieved through direct observation and professional discussion:

Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children (via professional discussion)

Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children (via direct observation and complemented by professional discussion as appropriate).

Carry out risk assessment and risk management in line with policies and procedures (via direct observation).

Professional Discussion:

Understand how to respond to accidents and emergency situations

Understand safeguarding policies and procedures including child protection, recognise when a child is in danger or at risk from abuse and know how to act to protect them. Types of abuse to include:

- domestic
- neglect
- physical
- emotional
- sexual.

Final attainment:

Early Years Educator reference	5.3, 5.4, 5.9 dietary needs record
Criteria	Plan and carry out care routines for children.
Assessed skills	<p>Student demonstrates:</p> <ul style="list-style-type: none"> • routine care suitable to age/stage of development and individual needs of children • consistency of care in line with setting policies and procedures • regard for children's privacy, dignity and independence during care routines • promoting healthy lifestyles • physical care routines • maintaining records of special dietary needs. <p>Understand why health and well-being is important for babies and children and promote healthy lifestyles.</p>
Professional discussion allowed?	Yes to complement knowledge required for criteria 5.4

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited or inconsistent ability to carry out children's care routines in line with setting procedures.</p> <p>Inconsistent or limited ability to support and maintain children's privacy, dignity and independence within care routines.</p>	<p>Appropriate and consistent ability to carry out children's care routines in line with setting procedures, including maintaining records of children with special dietary needs.</p> <p>Consistent appropriate support is demonstrated to maintain children's privacy, dignity and independence within care routines to show an appreciation of health and wellbeing, and use opportunities to promote healthy lifestyles.</p>

Assessment justification

The criteria must be achieved through direct observation and professional discussion as identified:

Plan and carry out care routines for children

Student demonstrates:

- routine care suitable to age/stage of development and individual needs of children
- consistency of care in line with setting policies and procedures
- regard for children's privacy, dignity and independence during care routines
- promoting healthy lifestyles
- physical care routines
- maintaining records of special dietary needs.

Understand why health and well-being is important for babies and children (via professional discussion) and **promote healthy lifestyles** (via direct observation).

Final attainment:

Early Years Educator reference	5.6
Criteria	Undertake tasks to ensure the prevention and control of infection.
Assessed skills	<p>Student demonstrates understanding of setting policies and procedures related to prevention and control of infection which must include:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene • food hygiene • clearing up waste/spillages and disposing of them safely • use of correct equipment • isolation and exclusion • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation.
Professional discussion allowed?	Yes - to achieve common childhood illnesses and immunisation and isolation and exclusion periods.

Assessor judgement guidance	
Working towards competence	Competence
Limited or inconsistent ability to follow setting policies and procedures related to prevention and control of infection without prompting.	<p>Appropriate consistent ability to follow setting policies and procedures related to prevention and control of infection, leading by example and with effective use of initiative. Areas covered must include:</p> <ul style="list-style-type: none"> • handwashing • personal hygiene • food hygiene • clearing up waste/spillages and disposing of them safely • use of correct equipment • isolation and exclusion • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation.

Assessment justification

The criteria must be achieved in full through direct observation and professional discussion where indicated:

- **handwashing**
- **personal hygiene**
- **food hygiene**
- **clearing up waste/spillages and disposing of them safely**
- **use of correct equipment**
- **isolation and exclusion**
- **using correct personal protective equipment.**

Professional Discussion

Knowledge of common childhood illnesses and immunisation. Isolation and exclusion periods.

Final attainment:

Early Years Educator reference	6.2
Criteria	Work in partnership with parents and/or carers to help them to recognise and value the significant contributions they make to their own child's health, wellbeing, learning and development.
Assessed skills	<p>Student demonstrates understanding of working in partnership with parents and/or carers to support them to recognise and value the significant contributions they can make to their child's health, well-being, learning and development in at least two of the following ways:</p> <ul style="list-style-type: none"> • when settling their child in or supporting through a transition • when discussing their child's physical or emotional care needs • when discussing their child's interests, experiences and preferences • when sharing information about their child's learning or development • when sharing information about required adjustments, interventions and support for their child.
Professional discussion allowed?	Yes

Assessor judgement guidance	
Working towards competence	Competence
<p>Limited understanding is shown of ways to work in partnership with parents and/or carers to support them to recognise and value their own contribution to their child's health/well-being or learning and development.</p> <p>Limited understanding of how to communicate appropriately with parents/carers the significance of their contributions as their child's primary carers and educators.</p>	<p>Appropriate understanding is shown of at least two ways to work in partnership with parents and/or carers to support them to recognise and value their own contribution to their child's health/well-being or learning and development.</p> <p>Understanding of how to communicate appropriately with parents/carers the significance of their contributions as their child's primary carers and educators.</p>

Assessment justification

The criteria must be achieved in full through direct observation and professional discussion:

Work in partnership with parents and/or carers to help them to recognise and value the significant contributions they make to their own child's health, well-being, learning and development.
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Student demonstrates understanding of: working in partnership with parents and/or carers to support them to recognise and value the significant contributions they can make to their child's health, wellbeing, learning and development in at least two of the following ways:
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- | |
|--|
| <ul style="list-style-type: none">• when settling their child in or supporting through a transition• when discussing their child's physical or emotional care needs• when discussing their child's interests, experiences and preferences• when sharing information about their child's learning or development• when sharing information about required adjustments, interventions and support for their child. |
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Final attainment:	
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1. Support and promote children's early education and development		DO	PD
1.1	Understand the expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7		✓
1.2	Understand the significance of attachment and how to promote it effectively	✓	
1.3	Understand the significance of attachment and how to promote it effectively	✓	✓
1.4	Analyse and explain children's learning and development in relation to their stage of development and individual circumstances.		✓
1.5	Understand the importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances		✓
1.6	Understand the importance to children's holistic development of: <ul style="list-style-type: none"> • speech, language and communication • personal, social and emotional development • physical development 	✓	✓
1.7	Implement a range of pedagogical strategies to support children's early literacy and mathematical skills	✓	✓
1.8	Understand the potential effects of, and how to prepare and support children through, transitions and significant events in their lives.		✓
1.9	Understand the current early education curriculum requirements.	✓	✓
1.10	Promote equality of opportunity and anti-discriminatory practice	✓	
2. Plan and provide effective care, teaching and learning that enables children to progress and prepares them for school			
2.1	Plan and lead activities, purposeful play opportunities which include the learning and development areas of current early education curriculum requirements.	✓	✓
2.2	Ensure plans fully reflect the stage of development, individual needs and circumstances of children	✓	✓
2.3	Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children	✓	✓
2.4	Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	✓	
2.5	Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	✓	
2.6	Support and promote children's speech, language and communication development	✓	✓
2.7	Support children's group learning and socialisation	✓	
2.8	Model and promote positive behaviours expected of children	✓	
2.9	Support children to manage their own behaviour in relation to others	✓	
2.10	Understand when a child is in need of additional support.	✓	✓
2.11	Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	✓	✓
3. Make accurate and productive use of assessment			
3.1	Understand how to assess within the current early education curriculum framework using a range of assessment techniques.	✓	✓
3.2	Carry out and record observational assessment accurately.	✓	✓
3.3	Identify the needs, interests and stages of development of individual children.	✓	✓
3.4	Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities	✓	✓
3.5	Discuss children's progress and plan the next stages in their learning with the key person, colleagues, parents and/or carers	✓	✓

4. Develop effective and informed practice – Continued Professional Development			
4.1	Demonstrate a good command of the English language in spoken and written form		✓
4.2	Explain the importance of continued professional development to improve own skills and early years practice.		✓
4.3	Engage in continuing professional development and reflective practice to improve own skills, practice, and subject knowledge		✓
5. Safeguard and promote the health, safety and welfare of children			
5.1	Know the legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.		✓
5.2	Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.		✓
5.3	Plan and carry out physical care routines suitable to the age, stage and needs of the child.	✓	
5.4	Understand why health and well-being is important for babies and children and promote healthy lifestyles	✓	✓
5.5	Understand how to respond to accidents and emergency situations		✓
5.6	Demonstrate skills and knowledge for the prevention and control of infection <ul style="list-style-type: none"> • hand washing • food hygiene • dealing with spillages safely • safe disposal of waste • using correct personal protective equipment • knowledge of common childhood illnesses and immunisation • exclusion periods for infectious diseases 	✓	✓
5.7	Carry out risk assessment and risk management in line with policies and procedures.	✓	✓
5.8	Understand 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 including: <ul style="list-style-type: none"> • domestic • neglect • physical • emotional • sexual abuse 		✓
5.9	Maintain accurate and coherent records and reports and share information, only when appropriate, to ensure the needs of all children are met.	✓	✓
6. Work in partnership with the key person, colleagues, parents and/or carers or other professionals			
6.1	Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	✓	✓
6.2	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	✓	✓
6.3	Encourage parents and/or carers to take an active role in the child's play, learning and development	✓	✓

Document information

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Owner: Head of Assessment Design

Change History Record

Version	Description of change	Approval	Date of Issue
v1.0	Published draft version		April 2020
v2.0	Published final version		01 September 2020
v3.0	T Level branding updated		December 2020
v3.1	Version, branding and formatting final updates		March 2021
v3.2	NCFE rebrand.		September 2021
V3.3	Assignment 2 additions and improvements (ODSR_EC_098)	November 2021	January 2022