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End-Point Assessment Specification and Guidance

NCFE Level 3 Early Years Educator End-Point Assessment

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Introduction to end-point assessment

What is end-point assessment?

End-point assessment (EPA) is a synoptic assessment at the end of the apprenticeship programme. EPA is carried out by an Independent End-Point Assessor (IEPA) who has not been part of the teaching and learning.

Detailed information about each of these assessment methods can be found on the following pages. The evidence summary table in Appendix I provides an overview of how each of the Knowledge, Skills and Behaviours (KSBs) are assessed.

End-point assessment for Early Years Educator

The assessment plan that accompanies the Early Years Educator standard contains a combination of assessment methods designed to test the apprentice's KSBs in line with the requirements for synoptic testing under the apprenticeships reforms. The assessment plan can be found at:

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

NCFE's assessment of these standards has been developed to meet the requirements of this plan and we have produced a number of documents (including this one) that tell you everything you need to know about EPA with us.

Other guidance documents available on our online platform:

- Platform Guide

NCFE's assessment is digital first and we have an online platform to manage every aspect of EPA – from access to advice and guidance to booking and sitting assessments.

The EPA for the Early Years Educator consists of 2 assessments:

- Knowledge Test (Multiple Choice Questions)
- Professional Discussion underpinned by a Portfolio of Evidence.

Each EPA method covers distinct criteria from the standard.

The learning and assessment journey

On-programme

NCFE recommends that in order to drive quality and consistency through on-programme learning, Independent Training Providers (ITPs) and employers may wish to consider the following:

- Use of their normal performance management processes to monitor the progress of the apprentice, provide feedback and guide development.
- ITPs may provide support in delivering learning and formative assessment of apprentices, ensuring that the requirements of the apprenticeship standard are reflected in the above processes, and by filling any gaps through their work with apprentices.
- Employers and ITPs should carry out joint reviews of progress at regular intervals, involving apprentices, line managers and others with a direct relationship, e.g. mentors. They should agree how any issues or development requirements are to be resolved together.
- It is strongly recommended that apprentices develop and maintain examples of their work throughout their apprenticeship that cover the full standard. These examples can then be reviewed on-programme at intervals agreed by the employer and ITP, for example at 3, 6, and 9 months. The apprentice may wish to consider submitting evidence from these reviews within their Portfolio.

Roles and Responsibilities

The table below indicates the roles each individual is expected to undertake to assist the apprentice through the on-programme training and prepare them for EPA.

Apprentice	<ul style="list-style-type: none"> • Participate fully in development opportunities to improve their KSBs as outlined in the standard • Meet all Gateway requirements when advised by the employer • Understand the purpose and importance of EPA and undertake EPA • Gather 'real' work evidence from the on-programme training to support the Portfolio and Professional Discussion.
Employer	<ul style="list-style-type: none"> • Support the apprentice, while on-programme, to achieve the KSBs outlined in the standard to their best ability • Determine when the apprentice is working at or above the level outlined in the standard and is ready for EPA • Select the End-Point Assessment Organisation (EPAO) • Confirm all EPA Gateway requirements have been met • Confirm arrangements with EPAO for the EPA (who, when, where) in a timely manner • Ensure apprentice is well prepared for the EPA • Support the apprentice as they develop their Portfolio • Ensure all appropriate permissions are received from parents/carers • Ensure written employer observations in support of the Portfolio are purely factual (i.e. no opinion or judgements) and are undertaken by someone appropriately qualified and in a position of responsibility, such as a line manager or a member of the senior management team, or the assessor for the qualification • Where video recording is used, ensure observations are only viewed on site • Ensure these accounts follow NCFE's guidelines.
Independent End-Point Assessor (IEPA)	<p>As a minimum an IEPA should:</p> <ul style="list-style-type: none"> • Understand the standard and assessment plan • Deliver the end-point assessment in-line with the EPA plan • Comply to the internal quality assurance (IQA) requirements of NCFE • Be independent of the apprentice, their employer and the ITP i.e. there must be no conflict of interest • Satisfy the criteria outlined in the EPA plan • Hold or be working towards an independent assessor qualification e.g. A1 and have had training from NCFE in terms of good assessment practice, operating the assessment tools and grading • Have the capability to assess the apprentice at this level • Attend the required number of NCFE's standardisation and training events per year.

End-Point Assessment Organisation (EPAO)

As a minimum NCFE should:

- Understand the occupational role
- Appoint administrators/invigilators and markers to administer/invigate and mark the EPA
- Provide training and CPD to the independent assessors they employ to undertake the EPA
- Provide adequate information, advice and guidance documentation to enable apprentices, employers and providers to prepare for the EPA
- Deliver the EPA outlined in this EPA plan in a timely manner
- Prepare and provide all required material and resources required for delivery of the EPA in line with best practices
- Use appropriate assessment recording documentation to ensure a clear and auditable mechanism for providing assessment decision feedback to the apprentice
- Have no direct connection with the apprentice, their employer or Independent Training Provider i.e. there must be no conflict of interest
- Maintain robust IQA procedures and processes, and conduct these on a regular basis
- Conform to the requirements of the nominated external quality assurance body
- Organise and deliver standardisation events and activities in accordance with the assessment plan's IQA section
- Organise and conduct moderation of IEPAs' marking in accordance with the assessment plan
- Have, and operate, an appeals process
- Arrange for certification with the relevant training provider.

Independent Training Provider (ITP)

As a minimum the ITP should:

- Work with the employer to ensure that the apprentice is given the opportunities to develop the KSBs outlined in the standard and monitor their progress during the on-programme period
- Advise the employer, upon request, on the apprentice's readiness for EPA prior to the Gateway
- Play no part in the EPA itself.

Guide to Gateway

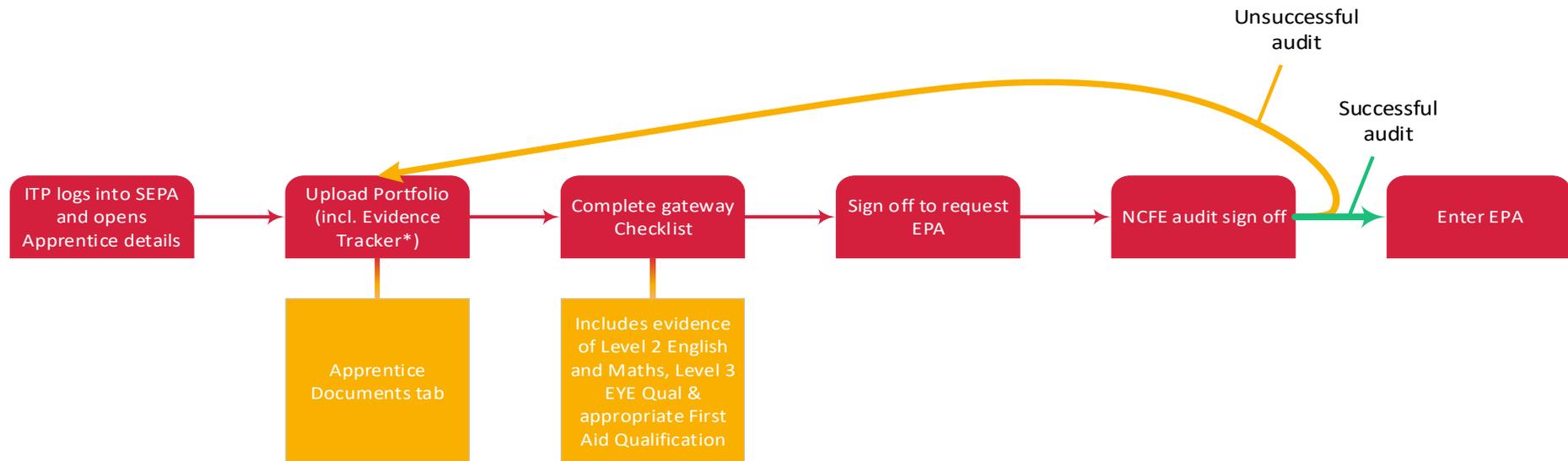
The EPA should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard; that is to say they have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's ITP(s), but the decision must ultimately be made solely by the employer.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following Gateway requirements prior to beginning EPA:

- Apprentices without English or maths at Level 2 must achieve this prior to taking their EPA. For those with an Education, Health and Care Plan or a legacy statement, the apprenticeship's English and maths minimum requirement is Entry Level 3 and a British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.
- Level 3 Early Years Educator qualification, such as CACHE Level 3 Diploma in Early Years Education and Care, or any suitable alternative from the DfE list of approved EYE qualifications:
<https://www.gov.uk/government/publications/eyfs-staffchild-ratios-dfe-approved-qualifications>
 - Level 3 Award in Paediatric First Aid (RQF) or Level 3 Award in Emergency Paediatric First Aid (RQF) or a first aid course delivered by one of the following types of organisations as per the EYFS requirements: a voluntary aid society, member of trade body with an approval monitoring system, or acknowledged by the Health and Safety Executive.
- Completion and submission of a Portfolio of Evidence to support the Professional Discussion.
- Submission of an Employer Declaration confirming the apprentice is ready for EPA.

Once the apprentice has been put forward for Gateway, our online platform will allocate an IEPA. The IEPA will contact the employer and/or ITP and the apprentice to introduce themselves and discuss the next steps.

The following diagram shows the steps required for entrance into Gateway.



**Further detail can be found in Appendix III*

Assessment guidance

Overview

The EPA is a collection of assessments that offers confirmation of occupational competence within a specific industry. The trailblazer group for Early Years Educator have selected a Knowledge Test made up of Multiple Choice Questions (MCQs) and a Professional Discussion underpinned by a Portfolio as the assessment methods to test the KSBs across the standard.

Knowledge Test with MCQs

Structure	35 closed response (multiple choice) questions
Duration	60 minutes maximum
What will be covered	<p>Knowledge K1, K2, K3, K4, K5, K6, K7, K8, K9, K11, K12, K13, K14, K15</p> <p>(Full descriptions can be found in Appendix I)</p>
Mode of delivery	<p>Online assessment</p> <p>Alternative options are available upon request for an additional fee</p>
Supporting documents	<p>Sample tests and mark schemes</p> <p>Invigilation policy</p>

Key considerations

Apprentices must take the test in a suitably controlled environment that is a quiet space, free of distractions and influence, in the presence of an invigilator.

The invigilator may be another external person employed by NCFE or the IEPA or specialised (proctor) software if the test is to be taken online.

The questions will focus on the patterns of the child development and the holistic development of the child. 5 questions per knowledge test will assess K15 (safeguarding), and each of these must be answered correctly in order to gain a Pass.

Each question will be worth one mark. Any incorrect or missing answers will be worth 0 marks.

Grading

The Knowledge Test is graded Pass or Fail based on the score achieved.

Grade	Minimum score	Maximum score
Pass	23	35
Fail	0	22

The apprentice must answer correctly a minimum of 23 questions out of 35 to achieve a pass. Of the questions answered correctly, these must include all 5 questions relating to K15 (safeguarding).

Professional Discussion underpinned by a Portfolio of Evidence

Structure	A structured discussion designed to provide opportunity to demonstrate KSBs
Duration	90 minutes (+10% at the IEPA's discretion)
What will be covered	<p>Knowledge K2, K4, K5, K8, K10, K12, K15, K16</p> <p>Skills S1, S2, S3, S4, S5, S6, S7, S8, S9 S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27</p> <p>Behaviours B1, B2, B3, B4, B5, B6</p> <p>(Full descriptions can be found in Appendix I)</p>
Mode of delivery	<p>Online conferencing platform</p> <p>Alternative options available at an extra cost</p>
Supporting Documents	<p>Appendix III</p> <ul style="list-style-type: none"> • Evidence Tracker • Employer Feedback form • Employer Observation record.

Key considerations and information

The Professional Discussion will offer a full synoptic assessment of the apprentice, testing aspects of knowledge gained and its application through skills and behaviours. The Discussion will allow the IEPA to thoroughly test understanding through open and follow up (clarification) questions.

For the Discussion, the IEPA must combine questions from a question bank produced by NCFE that will be used as assessor starter questions, but will be followed up with those generated by the assessor themselves that target specific elements of the Portfolio. Both the IEPA and the apprentice will have access to the Portfolio during the Discussion.

Apprentices should prepare for the Professional Discussion by making sure that they are familiar with the evidence that they submitted. We would recommend that they also take in a bullet point list, or other simple notes, summarising the key points in the evidence as these will be easier for them to refer to if needed during the discussion.

The Portfolio, which is not graded in itself, must be submitted to NCFE at Gateway to allow the IEPA to thoroughly prepare for the Professional Discussion.

The IEPA will review the submitted evidence against the criteria being assessed and will prepare prompts / questions to clarify the apprentice's knowledge and understanding during the Professional Discussion. For example they might ask:

In your Portfolio you have included evidence of CPD regarding the maintaining of food hygiene. How have you come to incorporate this in your practice?

Or

Is there anything you learnt from your second Employer Observation that you put into practice? Has it been successful?

The Portfolio of Evidence will contain 10-12 pieces of evidence which must relate to 'real work' completed by the apprentice. Evidence from simulated activities is not allowed, and the Portfolio cannot include reflective accounts or witness testimonies.

Evidence must include:

- Employer feedback (max. 1)
- Observation evidence (min. 2, max. 20 minutes)
- CPD training records/evidence
- Work products produced by the apprentice e.g.
 - Observation and assessments of children and planning documents
 - Risk assessments
 - Communication documents
 - Meeting records

The IEPA has the discretion to increase the time of the Professional Discussion by up to 10% to allow the apprentice to complete their last answer.

Employer Observation Form

An Employer Observation Form is a testimony from someone able to comment on the performance of the apprentice when undertaking Early Years Educator-related tasks in the workplace. It should be completed by someone in a position of authority and provide a record of what evidence was seen against the KSBs assessed by the Professional Discussion. The Portfolio may contain a minimum of 2 Employer Observations to be used as evidence.

The Observations may be submitted in the form of a written observation (see template in Appendix III). Video evidence can also be submitted, however the IEPA may only view this within employers' premises.

Employer Feedback

This form can be used by employers to provide feedback about the values, behaviours and skills that the apprentice has displayed toward meeting the standard. A template has been provided for this in Appendix III.

CPD logs

CPD logs should record any CPD activities undertaken and include analysis from the apprentice about what they have learnt and how they have, or would, apply this in practice.



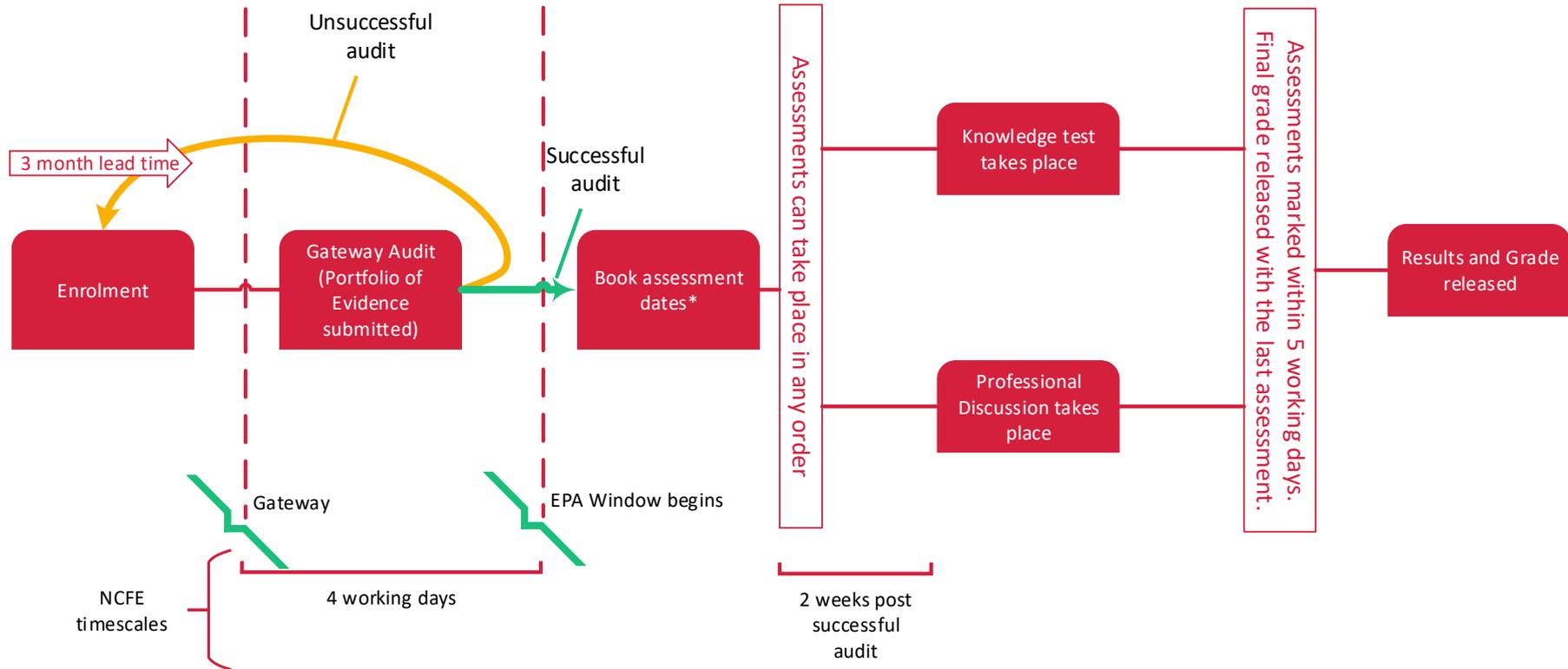
All information presented during the Discussion will be held confidentially. The only exceptions to this will be where the child is deemed to be at risk, for example, if a safeguarding issue is described that has not been previously reported.

Grading

The Professional Discussion is graded Fail, Pass or Distinction against the grading descriptors in Appendix II.

Fail	The apprentice fails to meet 100% of Pass criteria
Pass	The apprentice must meet 100% of Pass criteria
Distinction	The apprentice must meet all of the Pass criteria and a minimum of 10 of the Distinction criteria.

For instructions and support with reasonable adjustments, please refer to the appropriate regulatory document found on our online platform.



**Assessment dates must be agreed within 5 working days of a successful Gateway audit*

Awarding the final grade

Grade aggregation

		Professional Discussion		
		Fail	Pass	Distinction
Knowledge Test	Fail	Fail	Fail	Fail
	Pass	Fail	Pass	Distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit any failed assessment methods only.

Any assessment method re-sit or re-take must be taken during the maximum 3 month EPA period, otherwise the entire EPA must be taken again, unless in the opinion of NCFE exceptional circumstances apply outside the control of the apprentice or their employer. Therefore it is recommended that assessments are attempted as soon as possible within the EPA window, in order to allow time for further learning and a re-take if needed.

Re-sits and re-takes are not offered to apprentices wishing to move from Pass to Distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of Pass, unless NCFE determines there are exceptional circumstances requiring a re-sit or re-take.

Additional information

Result enquiries

If a centre believes an apprentice's result is at variance with their reasonable expectations, they can submit an enquiry about a result in line with the *EPA Enquiries and Appeals Policy and Procedure V2*, which is available on our online platform.

Appeals

Appeals can be submitted following the *EPA Enquiries and Appeals Policy and Procedure V2*. The policy and procedure can be found on our online platform.

Complaints

Complaints can be submitted on the NCFE website by completing the *Making a Complaint* form and following the *NCFE Complaints Procedure*.

Useful links and reading materials

To fully prepare for the EPA this list has been compiled to be used as additional study material.

Health and Wellbeing

Anna Freud Centre <https://www.annafreud.org/>

Childline www.childline.org.uk/

Development <https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Diet and Exercise <https://www.nhs.uk/change4life>

FGM www.nhs.uk/Conditions/female-genital-mutilation/Pages/Introduction.aspx

Illness <http://www.nhs.uk/Tools/Pages/Childhoodillness.aspx>

Immunisation <http://www.who.int/topics/immunization/en>

MIND <https://www.mind.org.uk/>

NSPCC <https://www.nspcc.org.uk>

Preventing Child Abuse www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/

Public Health England <https://www.gov.uk/government/organisations/public-health-england>

Play, Development and Learning for School Readiness

Bullying <http://www.education.gov.uk/schools/pupilsupport/behaviour/bullying/f0076899/preventing-and-tackling-bullying>

Early Years Outcomes http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Early_Years_Outcomes.pdf

Language and Literacy <http://www.foundationyears.org.uk/tag/early-language/>

Phonics http://www.literacytrust.org.uk/resources/practical_resources_info/1035_phonics-methods_of_teaching

Play <http://www.playengland.org.uk/>

Promoting Positive Behaviour <http://media.education.gov.uk/assets/files/pdf/s/st119%20-%20promote%20positive%20behaviour.pdf>

Social and Emotional Aspects of Development <https://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf>

Transition <http://www.foundationyears.org.uk/?s=transition>

Legislation, Frameworks and Professional Practice

Child Poverty <http://www.education.gov.uk/childrenandyoungpeople/families/childpoverty>

EYFS Statutory Framework

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Keeping Children Safe Online <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/>

Looked-after Children <https://www.gov.uk/topic/schools-colleges-childrens-services/looked-after-children>

Safeguarding and child protection <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

SEND <http://www.education.gov.uk/childrenandyoungpeople/send>

The Equality Act <http://www.education.gov.uk/aboutdfe/advice/f00215460/equality-act-2010-departmental-advice>

Working with Parents <http://www.foundationyears.org.uk/working-with-parents-2/>

Glossary of terms

Term	Meaning
Active Learning	The mindset where children concentrate and keep on trying if they encounter difficulties, and enjoy activities.
Attachment	A meaningful, emotional bond.
Continuing Professional Development	On-going learning to meet professional training needs, keeping up to date with developments in own areas of work.
Creating and thinking critically	Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.
Early Years Foundation Stage (EYFS)	Statutory Legislation in England for the early year's workforce.
Key person	A named practitioner who has responsibilities for a small group of children, they are there to help the child feel safe and secure. The key person develops and sustains a relationship with parents/carers. It is a requirement of the Early Years Foundation Stage.
Multi-agency work	Working with other professionals from outside of own setting or from a different discipline within own organisation.
Neuroscience	The study of the structure and function of the nervous system.
Pedagogy	An approach/method for teaching and learning.
Reflective Practice	Looking back and thinking about work, making recommendations for improvement based on evidence.
Sustained shared thinking	Sustained shared thinking focuses on thinking skills, making links between ideas and using strategies to solve problems. It suggests that children will be doing more than playing, exploring and concentrating; they will be taking their play onto the next level. Children will be more inquisitive and probing in their play.
Systematic synthetic phonics	A method of teaching English reading which first teaches the letter sounds and then builds up to blending these sounds together.
Transition	A period of change from one state to another. For example, starting school is a transition young children typically experience.

*Appendix I
KSBs and Evidence Summary*

Knowledge and Understanding	Assessment method	Skills	Assessment method	Behaviours	Assessment Method
K1 The expected patterns of children’s development from birth to 5 years, and have an understanding of further development from age 5-7.	Knowledge Test	S1 Analyse and explain how children’s learning and development can be affected by their stage of development and individual circumstances such as moving school, family breakdown and adoption and care.	Professional Discussion	B1 Care and Compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.	Professional Discussion
K2 The significance of attachment and how to promote it effectively.	Knowledge Test Professional Discussion	S2 Promote equality of opportunity and anti-discriminatory practice.	Professional Discussion	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.	Professional Discussion
K3 A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.	Knowledge Test	S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.	Professional Discussion	B3 Honesty, trust and integrity – develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.	Professional Discussion
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 break down and adoption and care.	Knowledge Test Professional Discussion	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.	Professional Discussion	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.	Professional Discussion
K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	Knowledge Test Professional Discussion	S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	Professional Discussion	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.	Professional Discussion

Knowledge and Understanding	Assessment method	Skills	Assessment method	Behaviours	Assessment Method
K6 The importance to children's holistic development of: speech, language and communication; personal social and emotional development and physical development.	Knowledge Test	S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	Professional Discussion	B6 Working practice – take into account fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	Professional Discussion
K7 Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.	Knowledge Test	S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	Professional Discussion		
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.	Knowledge Test Professional Discussion	S8 Support and promote children's speech, language and communication development.	Professional Discussion		
K9 The current early education curriculum requirements such as the Early Years Foundation Stage.	Knowledge Test	S9 Support children's group learning and socialisation.	Professional Discussion		
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 with parents and/or carers.	Professional Discussion	S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.	Professional Discussion		
K11 The importance of undertaking continued professional development to improve own skills and early years practice.	Knowledge Test	S11 Support children to manage their own behaviour in relation to others.	Professional Discussion		

Knowledge and Understanding	Assessment method	Skills	Assessment method	Behaviours	Assessment Method
K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Knowledge Test Professional Discussion	S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	Professional Discussion		
K13 Why health and wellbeing is important for babies and children.	Knowledge Test	S13 Carry out and record observational assessment accurately.	Professional Discussion		
K14 How to respond to accidents, injuries and emergency situations.	Knowledge Test	S14 Identify the needs, interests and stages of development of individual children.	Professional Discussion		
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.	Knowledge Test Professional Discussion	S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	Professional Discussion		
K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.	Professional Discussion	S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	Professional Discussion		
		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.	Professional Discussion		

Knowledge and Understanding	Assessment method	Skills	Assessment method	Behaviours	Assessment Method
		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).	Professional Discussion		
		S19 Plan and carry out physical care routines suitable to the age, stage and needs of a child.	Professional Discussion		
		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 attitude throughout the day.	Professional Discussion		
		S21 Undertake tasks to ensure the prevention and control of infection for example handwashing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.	Professional Discussion		
		S22 Carry out risk assessment and risk management in line with policies and procedures.	Professional Discussion		

Knowledge and Understanding	Assessment method	Skills	Assessment method	Behaviours	Assessment Method
		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.	Professional Discussion		
		S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	Professional Discussion		
		S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	Professional Discussion		
		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, wellbeing, learning and development.	Professional Discussion		
		S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.	Professional Discussion		

Appendix II

KSBs and Grading Descriptors for the Knowledge Test and Professional Discussion

Knowledge Test

KSBs	Fail	PASS Criteria:
K1 The expected patterns of children's development from birth to 5 years, and have an understanding of further development from age 5 to 7.	Does not meet the Pass Criteria	The apprentice must answer correctly a minimum of 23 questions out of 35 to achieve a pass. Of the 23 questions answered correctly, these must include all 5 questions relating to K15
K2 The significance of attachment and how to promote it effectively.		
K3 A range of underpinning theories and philosophical approaches to how children learn and develop, and their influence on practice.		
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.		
K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.		
K6 The importance to children's holistic development of: speech, language and communication; personal, social and emotional development and physical development.		
K7 Systematic synthetic phonics in the teaching of reading, and a range of strategies for developing early literacy and mathematics.		
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.		
K9 The current early education curriculum requirements such as the Early Years Foundation Stage.		
K11 The importance of undertaking continued professional development to improve own skills and early years practice.		
K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.		
K13 Why health and wellbeing is important for babies and children.		
K14 How to respond to accidents, injuries and emergency situations.		
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.		

Grading

The following grade boundaries apply to the test:

Grade	Minimum Score	Maximum Score
Pass	23	35
Fail	0	22

Professional Discussion underpinned by a Portfolio of Evidence

KSBs

Knowledge	Skills	Behaviours
K2 The significance of attachment and how to promote it effectively.	S1 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as moving school, family breakdown and adoption and care.	B1 Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.
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.	S2 Promote equality of opportunity and anti-discriminatory practice.	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.
K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.	B3 Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude.
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.	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.	B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.
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.	S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	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.

Knowledge	Skills	Behaviours
K12 The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	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.
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.	S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	
K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.	S8 Support and promote children's speech, language and communication development.	
	S9 Support children's group learning and socialisation.	
	S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.	
	S11 Support children to manage their own behaviour in relation to others.	
	S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.	
	S13 Carry out and record observational assessment accurately.	
	S14 Identify the needs, interests and stages of development of individual children.	
	S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	
	S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	

Knowledge	Skills	Behaviours
	<p>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.</p>	
	<p>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).</p>	
	<p>S19 Plan and carry out physical care routines suitable to the age, stage and needs of a child.</p>	
	<p>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 attitude throughout the day.</p>	
	<p>S21 Undertake tasks to ensure the prevention and control of infection for example handwashing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.</p>	
	<p>S22 Carry out risk assessment and risk management in line with policies and procedures.</p>	
	<p>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.</p>	
	<p>S24 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>S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.</p>	

Knowledge	Skills	Behaviours
	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	
	S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.	

Grading Descriptors

KSBs (see above for full KSB descriptors)	PASS Criteria: the apprentice must meet all of the following	DISTINCTION Criteria: the apprentice must meet all of the pass criteria and 10 of the following
S10, S11	P1. Provides evidence of how they have modelled an promoted positive behaviours (for example (turn-taking) in their day-to-day practice and shows evidence of the positive effect on children's behaviour as a result.	D1. Provides evidence of having used more than 2 behaviour management strategies to promote positive behaviours, detailing why different strategies were chosen and explaining how these were successful in supporting children to manage their own behaviour.
S26, S27, K2, K4, K8, S16, B1, B2, B3, B4	P2. Communicates with, and provides information to parents and/or carers to understand how their child is doing; works in partnership with parents and carers to identify where they can help the child's progress, and encourages them in the valuable contribution they make to the child's health, wellbeing, learning and development. Plans the next stages of development with the key person.	D2. Establishes and maintains effective partnership working which leads to improvements within the provision and the outcomes for children and their families. For example: improvement in a child's behaviour over time thanks to effective parental involvement that has improved and contributed to a child's health, wellbeing, learning and development.
S3, B4	P3. Able to explain how the planning and leading of activities and purposeful play opportunities have been approached to reflect the learning and development areas of the current early education curriculum requirements, in order to move the children's learning to the next stage of development.	D3. Can evidence how curriculum based planning and leading of activities has led to accelerated progression in the child's learning, e.g. using observations, planning and documents.
S4, K2, K4, K8, S14, B1, B4	P4. Able to explain the child's stage and how they use this knowledge to approach planning of activities in order to support children's wellbeing and independence, in line with their individual needs and circumstances, providing consistent care and responding to the needs of the child in order to prepare them for the next stage of their learning.	D4. Demonstrates which activities have accelerated children's learning and which types of activities are appropriate for individual children and is able to evidence where it has accelerated children's learning, e.g. using observations and planning documents.

KSBs (see above for full KSB descriptors)	PASS Criteria: the apprentice must meet all of the following	DISTINCTION Criteria: the apprentice must meet all of the pass criteria and 10 of the following
S5, S14, K4, B1, B4	P5. Evidences using age-related expectations, knowledge of stage of development and the individual needs of the child to provide a range of appropriate learning experiences, environments and opportunities.	D5. Demonstrates having provided varied learning experiences, incorporating new ways of learning and experiences, informed by their knowledge of areas of learning, and evidence how these have successfully engaged, enthused and motivated children to learn.
S6, B1, B4	P6. Encourages children’s participation through a balance of adult led and child-initiated activities. Plans the type of activity children will engage in, providing opportunities for child participation through a range of experiences.	
S9, K2, B1, B4, B6	P7. Uses their knowledge of the children in their care to plan and support group learning, being sensitive to the needs of each child in order to support socialisation, improving the child’s confidence in social situations.	
S7, B1, B4	P8. Uses effective strategies that deepens a child’s understanding. Can explain the benefit of sustained shared thinking and evidence the planning of activities that demonstrate how the strategies are implemented.	D6. Able to evidence more than 2 strategies used to promote sustained shared thinking for children with different needs/backgrounds e.g. EAL, SEND, and disadvantaged or ethnic minority children.
S15, S13, S23, K10, B4	P9. Completes formative and summative assessments in the required format. Uses assessment data to inform next steps and planning.	D7. Evidences that children have made progress as a result of accurate assessments being completed.
S1, K4, K8, K10, B1, B3, B4, B5, B6	P10. Uses strategies to support children in relation to individual circumstances such as the needs of children with English as an additional language, family breakdown, or birth of a sibling.	
S23	P11. Maintains accurate and coherent records and reports.	
S13	P12. Carries out and records appropriate observational assessment accurately across a range of contexts.	D8. Demonstrates an awareness of the different types of observational assessment methods, chooses the most relevant method dependant on the needs of the individual child and understands how it is underpinned by appropriate theory or strategy.
S23, S24, K15, B3	P13. Complies with appropriate safeguarding and data protection policies. Can provide an example of when it would be appropriate to share information.	D9. Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.
S25, B1, B2	P14. Works and contributes effectively within the immediate and wider team to ensure the needs of both babies and children are met over time, evidencing the ability to professionally challenge poor practice.	

KSBs (see above for full KSB descriptors)	PASS Criteria: the apprentice must meet all of the following	DISTINCTION Criteria: the apprentice must meet all of the pass criteria and 10 of the following
S12, K8, K10, B5	P15. Supports children that have additional needs and provides activities that will improve the outcomes for children, working well together with parents/carers and professionals.	D10 Identifies children with additional needs and implements strategies for early intervention that include working effectively with parents/carers and professionals.
S24, K15, B1, B2, B3	P16. Complies with all requirements and expectations for confidentiality of information. Understands the importance of safeguarding the children and the systems in place to support children. Is able to work in partnership with parents/carers on an individual basis.	D11. Has suggestions to improve practice in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers.
S24, K12, B4	P17. Actively demonstrates the importance of Health and Safety systems in the workplace.	D12. Has suggestions to improve practice in relation to Health and Safety.
S2, K5, B5, B6	P18. Actively promotes equality of opportunity and anti-discriminatory practice through meeting parents and children's individual needs and celebrating diversity.	
S8, B4	P19. Effectively supports children to develop their communication and language skills. For example, supports children to express vocabulary, and develop own narratives and explanations.	
S19, K16, B1	P20. Plans and carries out physical care routines to meet a child's individual needs, including appropriate infection control measures.	
S20, K16	P21. Promotes healthy lifestyles through their activities – e.g., by encouraging babies and young children to consume healthy and balanced meals, snacks and drinks appropriate for their age, and/or by encouraging them to be physically active through planned and spontaneous activity through the day.	D13. Has evidence of providing recommendations of change to support effective infection preventative and hygiene-related activities.
K16, S21	P22. Completes personal protective equipment tasks to minimise the spread of infection. Understands the importance of following procedures and applying the appropriate measures, for example re handwashing, food hygiene practices and dealing with spillages safely.	D14. Has an excellent understanding of the menus in the setting, is able to explain why children are offered different types of meals. Plans and carries out activities that promote Healthy Lifestyles and uses strategies to support practitioners in terms of promoting a healthy lifestyle, including barriers to healthy eating.
S18	P23. Undertakes ongoing continuous professional development and reflective practice. Actively seeks new opportunities to develop that have a positive impact on the learning outcomes for the children.	

KSBs (see above for full KSB descriptors)	PASS Criteria: the apprentice must meet all of the following	DISTINCTION Criteria: the apprentice must meet all of the pass criteria and 10 of the following
S17	P24. Communicates effectively through written and oral means throughout day-to-day practice. Is able to demonstrate how the communication strategy is altered depending on the target audience, for example parents, carers, professionals, children and children with additional needs.	
S22	P25. Undertakes risk assessments within the setting.	

Fail

The apprentice fails to meet knowledge, skills and behavioural requirements as contained across the KSBs listed for each EPA assessment component.

Appendix III
Evidence Tracker and Templates

Level 3 Early Years Educator

Evidence tracker

Portfolio Evidence Key – Please note the evidence for each criteria does not need to meet all of the grading descriptors mapped to it. However, you must ensure all of the grading descriptors are covered at least once.

Please include where appropriate:

EF: Employer Feedback/Review

AD: Assessment Document

EO: Employer Observation

CD: Communication Document

OD: Observation Document

PL: Planning Document

RA: Risk Assessment Document

MR: Meeting Record

CPD: Continued Professional Development

Other:

	You must know and understand:	Evidence:
Knowledge	2. The importance of attachment and how to promote it effectively (P2, P4, P7, D2, D4)	
	4. 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 (P2, P4, P5, P10, D2, D4, D5)	
	5. The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances (P18)	

	You must know and understand:	Evidence:
Knowledge	8. The potential effects of, and how to prepare and support children through, transitions and significant events in their lives (P2, P4, P10, P15, D2, D4, D10)	
	10. 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 (P9, P10, P15, D7, D10)	
	12. The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children (P17, D12)	
	15. 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 (P13, P16, D9, D11)	

	You must know and understand:	Evidence:
Knowledge	16. How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely (P20, P21, P22, D13, D14)	

	You must be able to:	Evidence:
Skills	1. 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 (P10)	
	2. Promote equality of opportunity and anti-discriminatory practice (P18)	
	3. Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements (P3, D3)	

	You must be able to:	Evidence:
Skills	4. 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 (P4, D4)	
	5. Provide learning experiences, environments and opportunities appropriate for the age, stage and needs of individual and groups of children (P5, D5)	
	6. Encourage children's participation, ensuring a balance between adult-led and child-initiated activities (P6)	
	7. Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking (P8, S7)	
	8. Support and promote children's speech, language and communication development (P19)	

	You must be able to:	Evidence:
Skills	9. Support children's group learning and socialisation (P7)	
	10. Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate (P1, D1)	
	11. Support children to manage their own behaviour in relation to others (P1, D1)	
	12. Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate (P12, P15, D10)	
	13. Carry out and record observational assessment accurately (P9, D7, D8)	

	You must be able to:	Evidence:
Skills	14. Identify the needs, interests and stages of development of individual children (P4, P5, D4, D5)	
	15. Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities (P9, D7)	
	16. Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers (P2, D2)	
	17. 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 (P24)	
	18. 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) (P23)	

	You must be able to:	Evidence:
Skills	19. Plan and carry out physical care routines suitable to the age, stage and needs of the child (P20)	
	20. 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 (P21, D13)	
	21. 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 (P22, D14)	
	22. Carry out risk assessment and risk management in line with policies and procedures (P25)	
	23. 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 (P9, P11, P13, D7, D9)	

	You must be able to:	Evidence:
Skills	24. Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children (P13, P16, P17, D9, D11, D12)	
	25. Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress (P14)	
	26. 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 (P2, D2)	
	27. Encourage parents and/or carers to take an active role in the child's play, learning and development (P2, D2)	

	Behaviours:	Evidence:
Behaviours	1. Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice (P2, P4, P5, P6, P7, P8, P10, P14, P16, P20, D2, D4, D5, D6, D11)	
	2. Being team-focused – work effectively with colleagues and other professionals to support the learning and development of others through mentoring and sharing of professional expertise and experience (P2, P14, P16, D2, D11)	
	3. Honesty, trust and integrity – Develop trust by working a confidential, ethical and empathetic manner with a common-sense and professional attitude (P2, P10, P13, P16, D2, D9, D11)	
	4. Commitment to improving the outcomes for children through inspiration and child-centred care and education (P2, P3, P4, P5, P6, P7, P8, P9, P10, P17, P19, D2, D3, D4, D55, D6, D7, D12)	

Behaviours	5. 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 (P10, P15, P18, D10)	
	6. Working practice – take into account fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (P7, P10, P18)	

Employer Observation Form



A minimum of **2** Employer Observations, adding up to a maximum of 20 minutes duration, must be submitted in the Portfolio.

Apprentice's name:	
Statement provided by:	
Standard:	
Location:	
Date and Time:	

Briefly describe the relationship between the person completing the observation and the apprentice.

Criteria covered in this record:

Knowledge	Tick (if covered)
K2 The importance of attachment and how to promote it effectively.	
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.	
K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.	
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 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.	
K12 The legal requirements and guidance on health and safety, security confidentiality of information, safeguarding and promoting the welfare of children.	

Knowledge	Tick (if covered)
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.	
K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.	

Criteria covered in this record:	
Skills	Tick (if covered)
S1 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as moving school, family breakdown and adoption and care..	
S2 Promote equality of opportunity and anti-discriminatory practice.	
S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.	
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.	
S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	
S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	
S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	
S8 Support and promote children's speech, language and communication development.	
S9 Support children's group learning and socialisation.	
S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.	
S11 Support children to manage their own behaviour in relation to others.	

Employer Observation Form



Skills	Tick (if covered)
S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals where appropriate.	
S13 Carry out and record observational assessment accurately.	
S14 Identify the needs, interests and stages of development of individual children.	
S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	
S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	
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.	
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).	
S19 Plan and carry out physical care routines suitable to the age, stage and needs of a child.	
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 attitude throughout the day.	
S21 Undertake tasks to ensure the prevention and control of infection for example handwashing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.	
S22 Carry out risk assessment and risk management in line with policies and procedures.	
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.	
S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	
S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	
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, wellbeing, learning and development.	
S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.	

Criteria covered in this record:	
Behaviours:	Tick (if covered)
B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.	
B2 Being team-focused – work effectively with colleagues and other professionals to support the learning and development of others through mentoring and sharing of professional expertise and experience.	
B3 Honesty, trust and integrity – Develop trust by working a confidential, ethical and empathetic manner with a common-sense and professional attitude.	
B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.	
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.	
B6 Working practice – take into account fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	

Description of the apprentice's activity Please provide as much detail as possible on the apprentice's performance and the knowledge, skills and behaviours demonstrated. You should include who was present, what you observed and what the apprentice did. Use the key from the table above to mark in the right hand column where your report covers each module. The Independent Training Provider (ITP) will help you with this if you are not sure.	Indicate criteria covered

Observer Name:		Date:	
Signature:			Date:
Apprentice name:			
Apprentice signature:			

A maximum of 1 Employer Feedback/Review must be submitted in the Portfolio.

Apprentice's name:	
Statement provided by:	
Standard:	
Location:	
Date and Time:	

Briefly describe the relationship between the person completing the observation and the apprentice.

Criteria covered in this record:

Knowledge	Tick (if covered)
K2 The importance of attachment and how to promote it effectively.	
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.	
K5 The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.	
K8 The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.	
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 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.	
K12 The legal requirements and guidance on health and safety, security confidentiality of information, safeguarding and promoting the welfare of children.	

Knowledge	Tick (if covered)
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.	
K16 How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.	

Criteria covered in this record:	
Skills	Tick (if covered)
S1 Analyse and explain how children's learning and development can be affected by their stage of development and individual circumstances such as moving school, family breakdown and adoption and care.	
S2 Promote equality of opportunity and anti-discriminatory practice.	
S3 Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.	
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.	
S5 Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.	
S6 Encourage children's participation, ensuring a balance between adult-led and child-initiated activities.	
S7 Engage in effective strategies to develop and extend children's learning and thinking, including sustained shared thinking.	
S8 Support and promote children's speech, language and communication development.	
S9 Support children's group learning and socialisation.	
S10 Model and promote positive behaviours expected of children such as turn-taking and keeping reactions and emotions proportionate.	
S11 Support children to manage their own behaviour in relation to others.	

Skills	Tick (if covered)
S12 Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals where appropriate.	
S13 Carry out and record observational assessment accurately.	
S14 Identify the needs, interests and stages of development of individual children.	
S15 Make use of formative and summative assessment, tracking children's progress to plan next steps and shape learning opportunities.	
S16 Discuss children's progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.	
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.	
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).	
S19 Plan and carry out physical care routines suitable to the age, stage and needs of a child.	
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 attitude throughout the day.	
S21 Undertake tasks to ensure the prevention and control of infection for example handwashing, food preparation and hygiene, dealing with spillages safely, safe disposal of waste and using correct personal protective equipment.	
S22 Carry out risk assessment and risk management in line with policies and procedures.	
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.	
S24 Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.	
S25 Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.	
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, wellbeing, learning and development.	
S27 Encourage parents and/or carers to take an active role in the child's play, learning and development.	

Criteria covered in this record:

Behaviours:	Tick (if covered)
<p>B1 Care and compassion – provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.</p>	
<p>B2 Being team-focused – work effectively with colleagues and other professionals to support the learning and development of others through mentoring and sharing of professional expertise and experience.</p>	
<p>B3 Honesty, trust and integrity – Develop trust by working a confidential, ethical and empathetic manner with a common-sense and professional attitude.</p>	
<p>B4 Commitment to improving the outcomes for children through inspiration and child-centred care and education.</p>	
<p>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.</p>	
<p>B6 Working practice – take into account fundamental British values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p>	

Statement of the apprentice's performance – please provide as much detail as possible and use a duplicate sheet where required.	Indicate criteria covered

Observer Name:		Date:	
Signature:			
Apprentice name:		Date:	
Apprentice signature:			



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