



VTCT Skills

/// EARLY YEARS



**/// APPRENTICE PREPARATION GUIDE
OBSERVATION WITH QUESTIONING**

Early Years Educator

Preparing for your End-point Assessment

This document is designed to support you (the Apprentice) in preparing for the **VTCT Skillsfirst Level 3 Early Years Educator – ST0135 v1.3** End-point Assessment.

During your End-point assessment, **one** of the **two** assessment methods that you will undertake is an observation with questioning.

Overview of the Observation

In the observation with questioning, an Independent Assessor will observe you in your workplace and ask you questions. You will complete your day-to-day duties under normal working conditions. The observation gives you the opportunity to demonstrate the KSBs mapped to this assessment method.

Where will the Observation take place?

The observation will take place in your normal place of work. The observation may take place on the same day as the Professional Discussion. There is no simulation allowed for this assessment method.

The observation will include:

- A face-to-face observation lasting 50 minutes with you and the Independent Assessor
- Questions – the Independent Assessor will ask you a minimum of 5 questions after the observation has taken place. The time allocated for questions is 30 minutes.
- The total assessment time is 1 hour 20 minutes (with a 10% tolerance)
- Further questions for clarification purposes and to gather assessment evidence may be asked in addition to the minimum of 5 questions.
- During the observation, the Independent Assessor will observe the following:
 - how you interact with children and other adults
 - how you support children's learning through facilitating learning opportunities

Preparation for the observation

To prepare for the observation, it is essential that the grade descriptors on pages 3-4 are considered. The grade descriptors include areas that must be covered throughout the observation.

How is the observation graded?

The Independent Assessor will use the grading criteria to assess the observation. The Independent Assessor will make all grading decisions.

Observation with questioning grading criteria

Pass criteria

You will achieve a pass grade if you provide evidence to meet all the Knowledge, Skills and Behaviour requirements set out for the Observation with questioning and all of the criteria below:

| Knowledge, Skills and Behaviours requirements | Grading criteria |
|--|---|
| Risk management (K5, S3, S4) | Teaches children to develop the skills they need to keep themselves and others safe, by communicating clearly with children and reinforcing strategies for them to manage risk. (S4) |
| | Balances risks and benefits, based on clear principles, when ensuring children are supported in developing skills to manage risk and maintain others safety, ensuring this practice is documenting correctly. (K5, S3) |
| Key person and attachment (K10, K21, S7, S9, S10, S13, S17, B2, B4, B5) | Cultivates empathetic, respectful, and effective relationships with children, advocating for them as the key person whilst supporting their needs and in doing so ensures support is supplied to children to help them understand their emotions and make considered choices about their behaviour. (K10, S7, S10, S13, B2, B4, B5) |
| | Provides sensitive and respectful personal care that meets the individual needs of the child, from birth to 2 years, and from 3 to 5 years of age, in line with organisational policy and procedure. (S9) |
| | Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17) |
| Learning and development (K15, K22, K24, K25, K26, S11, S18, S19, S20, B7) | Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11) |
| | Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18) |
| | Provides adult led learning opportunities and play opportunities for children to plan and experience interaction with peers, based on observation and assessment of children's individual needs. (K24, S19, S20, B7) |
| Environments (K17, K18, K19, K20, K23, S14, S15, S16) | Creates physical learning environments that align to organisational values and meet the needs of the children, providing opportunities for play, learning, and development, and evaluates these environments in practice. (K17, K18, K20, S14, S15) |

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| | Creates a supportive environment for children through the design of routines and expectations that adapt to individual needs and characteristics, supporting children's wellbeing and effective learning. (K19, K23, S16) |
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Distinction criteria

You will achieve a distinction grade for the Observation with questioning if you provide evidence to meet all the pass criteria and also all of the additional criteria below:

| Knowledge, Skills and Behaviours requirements | Grading criteria |
|--|--|
| Key person and attachment (S7, S13) | Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13) |
| Learning and development (S18, S19, S20) | Responds to the needs of the child in the moment to adapt delivery and justifies the approach they take to meet the child's needs. (S18, S19, S20) |
| Environments (K18, K20, S14) | Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisations values and curriculum requirements. (K18, K20, S14) |

Please follow the guide outlined below to support your preparation

| What can I do to prepare for my End-point Assessment? | Completed Yes/No |
|--|---------------------|
| 1. Access and familiarise yourself with the Mock Assessment Form for the observation. | |
| 2. Refer to the Knowledge, Skills and Behaviours that may be assessed during the Observation. These are outlined in the table below. | |
| 3. Collaborate with others to seek constructive feedback on your performance. | |
| 4. Practice questions and answers with peers/assessors in preparation for your observation | |
| 5. Incorporate any feedback from your peers/assessor to enhance your approach and to address any identified areas for improvement in readiness for your observation | |
| 6. Remember to review your organisation's policies and procedures and any relevant legislations and regulations | |
| 7. Approach the observation with confidence. Remember that it is an opportunity to showcase your knowledge and skills. | |
| 8. Stay calm under pressure and communicate effectively throughout the observation and questioning. | |
| 9. Remember to bring your identification with you on the day of your End-point Assessment. This can be one of the following: <ul style="list-style-type: none"> • Driving licence • Employee ID • Passport | |
| 10. Remember to submit your teaching information pack to the EPAO at least five days before your observation. <p>Evidence would typically include:</p> <ul style="list-style-type: none"> • Evidence of observation and assessment of children, and subsequent planning • Risk assessments • Evidence of support for significant transitions for a child or children • Evidence of the intent, implementation, and the impact of the curriculum <p><i>Please remember that all evidence should be anonymised prior to submitting your teaching information pack.</i></p> | |

Planning and Preparing for your Observation with questioning

| KSB Ref | KSB statement | What do I need to remember? |
|------------------|--|-----------------------------|
| Knowledge | | |
| K5 | The principles of risk assessment and management, and how to balance risks and benefits of activities for children. | |
| K10 | The role and responsibilities of the key person. | |
| K15 | The development of social skills and maintaining relationships. | |
| K17 | The elements and characteristics of a wide range of enabling environments. | |
| K18 | How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development. | |
| K19 | How the design of the day and expectations adapts to support and reflect all children's current needs (for example, those children with SEND, EAL, communication difficulties, and the most able). | |
| K20 | How the organisations approach and values underpin the environment. | |
| K21 | How children experience change, transition, and significant events. | |

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| K22 | The theories of play and its fundamental role in learning and development. | |
| K23 | How children develop characteristics for effective learning. | |
| K24 | How, when, and why to conduct observation and assessment. | |
| K25 | How the observation, assessment, and planning cycle is used to analyse and respond to children's learning, development, and interests. | |
| K26 | How to create experiences and opportunities for children informed by the setting's curriculum and pedagogy. | |

| KSB Ref | KSB statement | What do I need to remember? |
|----------------|--|------------------------------------|
| Skills | | |
| S3 | Apply the principles of risk assessment and risk management within documentation and practice. | |
| S4 | Teach children to develop skills to manage risk and maintain their own and others safety. | |
| S7 | Undertake the role and responsibilities of key person. | |
| S9 | Provide sensitive and respectful personal care for children from birth to 5 years. | |
| S10 | Advocate for all children's needs, including children which require SEND or EAL support. | |
| S11 | Promote and facilitate children's interpersonal communication to develop their social interactions and relationships. | |
| S13 | Support children to understand and respond to their emotions and make considered choices about their behaviours. | |
| S14 | Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements. | |
| S15 | Create inclusive, child-centred, dynamic, innovative, and evolving physical environments both indoors and outdoors. | |

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| S16 | Create inclusive and supportive emotional environment that enables the child to feel safe, secure, respected and experience a sense of wellbeing; maintaining and prioritising the individual child's voice. | |
| S17 | Apply strategies that support children's ability to manage change, transition, and significant events. | |
| S18 | Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests. | |
| S19 | Facilitate and support child-centred opportunities and experiences based on the setting's curriculum and pedagogy. | |
| S20 | Provide adult led opportunities and experience based on the setting's curriculum and pedagogy. | |

| KSB Ref | KSB statement | What do I need to remember? |
|-------------------|--|-----------------------------|
| Behaviours | | |
| B2 | Child-centred and empathetic, valuing equality, diversity, and inclusion and the uniqueness of each child. | |
| B4 | Caring, compassionate and sensitive. | |
| B5 | Honest, open, respectful, and a role model. | |
| B7 | Playful and creative. | |

Following your End-point Assessment:

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| What happens following my End-point Assessment? | You will receive the results from your End-point Assessment within 10 working days. |
| What happens if I do not achieve my End-point Assessment? | If you do not achieve a pass result within this assessment method, you will be able to re-sit this assessment. |

Document amendment history page

| Version | Issue Date | Changes | Role |
|---------|------------|---------|-----------------|
| 2 | 21/11/2024 | Rebrand | Product Manager |
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