



**/// APPRENTICE ASSESSMENT
PLANNING WORKSHEET**
Early Years Educator

Apprentice Assessment Planning Worksheet

Level 3 End-point Assessment for Early Years Educator

Assessment Method: Observation with questioning

This worksheet has been developed to support you (the Apprentice) in preparation for your observation with the Independent Assessor during your End-point assessment.

For your observation, you will be required to cover the knowledge, skills, and behaviours assessment requirements that are outlined within the assessment plan for Early Years Educator - **ST0135 v1.3**. You will be assessed against the grading criteria outlined in your preparation guide. You can use this worksheet to make notes about each of the KSBs and criteria and ensure you are confident discussing each one.

You must achieve all of the pass criteria to achieve a pass for the observation with questioning. To achieve a distinction for the observation, you must achieve all of the pass criteria *and* all of the distinction criteria. Pass criteria are indicated in this document by the reference “**P**1, P2, P3...”. Distinction criteria are indicated with the reference “**D**1, D2, D3...”.

Theme: Risk Management			
Grade Descriptor	KSB reference		What do I need to remember?
P1 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	Teach children to develop skills to manage risk and maintain their own and others safety.	
P2 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	The principles of risk assessment and management, and how to balance risks and benefits of activities for children.	
	S3	Apply the principles of risk assessment and risk management within documentation and practice.	

Theme: Key person and attachment			
Grade Descriptor	KSB reference		What do I need to remember?
P3 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	The role and responsibilities of the key person.	
	S7	Undertake the role and responsibilities of key person.	
	S10	Advocate for all children's needs, including children which require SEND or EAL support.	
	S13	Support children to understand and respond to their emotions and make considered choices about their 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.	

<p>P4 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.</p>	<p>S9</p>	<p>Provide sensitive and respectful personal care for children from birth to 5 years.</p>	
<p>P5 Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure.</p>	<p>K21</p>	<p>How children experience change, transition, and significant events.</p>	
	<p>S17</p>	<p>Apply strategies that support children's ability to manage change, transition, and significant events.</p>	
<p>D1 Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child.</p>	<p>S7</p>	<p>Undertake the role and responsibilities of key person.</p>	
	<p>S13</p>	<p>Support children to understand and respond to their emotions and make considered choices about their behaviours.</p>	

Theme: Learning and development			
Grade Descriptor	KSB Reference		What do I need to remember?
P6 Facilitates and promotes children's interpersonal communication in social interaction and relationships.	K15	The development of social skills and maintaining relationships.	
	S11	Promote and facilitate children's interpersonal communication to develop their social interactions and relationships.	
P7 Plans and delivers creative curricula, using analysis to inform the planning.	K22	The theories of play and its fundamental role in learning and development.	
	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.	
	S18	Analyse observation evidence to assess and plan holistic individual learning based on a comprehensive understanding of the child's needs and interests.	

P8 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)	K24	How, when, and why to conduct observation and assessment.	
	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.	
	B7	Playful and creative.	
D2 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	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.	

Theme: Environments			
Grade Descriptor	KSB Reference		What do I need to remember?
P9 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	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.	
	K20	How the organisations approach and values underpin the environment.	
	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.	

P10 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 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).	
	K23 How children develop characteristics for effective learning.	
	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.	
D3 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 How the design, resourcing, and use of the indoor and outdoor physical environment supports children's learning and development.	
	K20 How the organisations approach and values underpin the environment.	
	S14 Assess the responsiveness of the environment for effective child-centred experiences in line with curriculum requirements.	

Document amendment history page

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