



VTCT Skills

/// EARLY YEARS



**/// APPRENTICE ASSESSMENT
PLANNING WORKSHEET**

Early Years Educator

Apprentice Assessment Planning Worksheet

Level 3 End-point Assessment for Early Years Educator

Assessment Method: Professional discussion underpinned by a portfolio of evidence

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

For your Professional Discussion, 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 Professional Discussion 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 professional discussion. To achieve a distinction for the professional discussion, you must achieve all of the pass criteria *and* all of the distinction criteria. Pass criteria are indicated in this document by the reference “**P1, P2, P3...**”. Distinction criteria are indicated with the reference “**D1, D2, D3...**”.

Theme: Equality, diversity, and inclusion			
Grade Descriptors	KSB reference		What do I need to remember?
P1 Describes the importance of respecting social and cultural contexts and EDI whilst supporting a child to develop a positive sense of their own identity and culture.	K1	The importance of equality, diversity, and inclusion, and respecting children's social and cultural context.	
	S12	Support children to develop a positive sense of their own identity and culture.	
P2 Describes the legal rights of each child and how these legal rights are met according to the individual's current and future needs.	K7	The legal rights of each individual child according to their current and future needs.	

<p>P3 Describes the statutory and non-statutory frameworks and guidance for provision in the early years, including SEND.</p>	<p>K6</p>	<p>The statutory and non-statutory frameworks and guidance for provision in early years including SEND.</p>	
--	------------------	---	--

Theme: Safeguarding			
Grade Descriptors	KSB reference		What do I need to remember?
P4 Describes the indicators of abuse for children and colleagues, and the actions taken to protect individuals at risk of abuse in line with safeguarding policies and procedures.	K2	Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.	
	K3	Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.	
	S1	Recognise when a child or a colleague is in danger or at risk of abuse and act to protect them in line with safeguarding policy and procedure.	
	B3	Vigilant and act with professional curiosity.	

P5 Justifies how they apply legislation, policy, and procedure in order to protect the health, safety, and wellbeing of children within the setting. (K4, S2)	S2	Apply legislation, policy and procedure to protect the health, safety and wellbeing of children in the setting (for example, food safety, diets, starting solid food, allergies, COSHH, and accidents, injuries, and emergencies).	
	K4	The legal requirements and guidance on health and safety, security, confidentiality of information, and safeguarding.	
D1 Evaluates decisions taken when applying policies and procedures related to children's wellbeing.	K2	Safeguarding policies and procedures for children and colleagues, including child protection and wellbeing.	
	K3	Types of abuse including domestic, neglect, physical, emotional and sexual, and know how to act to protect children and colleagues.	

Theme: Relationships			
Grade descriptor	KSB reference		What do I need to remember?
P6 Describes the role of an early years educator, colleagues, and different agencies and how developing confident professional relationships and interactions ensures the needs of the child are met.	K8	The role of colleagues and multi-agency working to support the child.	
	K9	The role and responsibilities of the early years educator, including providing supervision to staff.	
	K13	The importance of professional relationships with colleagues, other organisations, and agencies.	
	S5	Use a range of communication methods, including technology, with other professionals to meet the individual needs of the child.	
	B1	Confident to have difficult conversations.	

<p>P7 Explains how parents, carers and other key individuals impact a child's learning and development and how this can be enhanced by developing professional collaborative relationships with parents, carers and other key individuals.</p>	<p>K12</p>	<p>The importance of professional relationships and collaboration with parents, families, or carers.</p>	
	<p>K14</p>	<p>The influence of all key individuals in children's lives on children's learning and development.</p>	
	<p>S6</p>	<p>Develop and maintain effective professional, collaborative relationships with others involved in the education and care of the child.</p>	

P8 Explains the significance of attachment, and how they apply theories of attachment to support the development of relationships with children.	K11 Theories and significance of attachment.	
	S8 Recognise and apply theories of attachment to develop effective relationships with children.	
D2 Analyses the impact of professional multi-agency relationships and co-operation with parents, families and carers on child development.	K8 The role of colleagues and multi-agency working to support the child.	
	K12 The importance of professional relationships and collaboration with parents, families, or carers.	
	K14 The influence of all key individuals in children's lives on children's learning and development.	

Theme: Learning and Child Development			
Grade Descriptor	KSB reference		What do I need to remember?
<p>P9 Explains how children learn from conception to age 7, the interaction and impact of biological and environmental factors, and the implications for practice.</p>	<p>K16</p>	<p>How children learn and develop from conception to age 7; physiologically, neurologically, biologically, psychologically, cognitively, emotionally, and socially. Including the interaction and impact of biological and environmental factors.</p>	

Theme: Continuous professional development			
Grade Descriptors	KSB reference		What do I need to remember?
P10 Explains how they reflect on their practice to inform their CPD needs and develop professionally and personally, including how they have engaged in supervision.	K27	Methods of reflective practice, including supervision, and opportunities for continuous professional development.	
	S21	Use reflection to develop themselves both professionally and personally.	
	B6	Self-motivated, using initiative and proactive.	
	B8	Reflective and reflexive and committed to CPD.	
D3 Evaluates how continuous professional development has impacted on provision and improved outcomes for children.	K27	Methods of reflective practice, including supervision, and opportunities for continuous professional development.	
	S21	Use reflection to develop themselves both professionally and personally.	
	B8	Reflective and reflexive and committed to CPD.	

Document amendment history page

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