VTCT Skills

/// **MOCK ASSESSMENT FORM**

Early Years Educator

Mock Assessment Form

Level 3 End-point Assessment for Early Years Educator

> ### Assessment Method: Observation with questioning

This Mock Assessment Form has been developed to support the tutor in preparing the Apprentice for their Observation with questioning during their
End-point Assessment for Early Years Educator - **ST0135 v1.3**.

Grading criteria

Risk Management			
Grading criteria		**Achieved Yes/No**	**Comments**
Pass	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)		
Pass	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)		

Sample Questions: Pass Criteria				
S4				
How do you teach children to stay safe and help keep others safe too? What are some ways you talk to them about safety and help them learn to manage risks?	Yes	☐	No	☐
Can you share some examples of activities or games you use?	Yes	☐	No	☐
K5, S3				
How do you make sure children learn to manage risks safely while also keeping others safe?	Yes	☐	No	☐
What steps do you take to balance the risks and benefits of different activities?	Yes	☐	No	☐
How do you keep track of and document these practices?	Yes	☐	No	☐
Can you share some examples?	Yes	☐	No	☐

	Key person and attachment		
	Grading criteria	**Achieved Yes/No**	**Comments**
Pass	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)		
Pass	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)		
Pass	Applies strategies that support children to manage change, transitions, and significant events in line with organisational procedure. (K21, S17)		
Distinction	Adapts strategies to support children to manage emotions and behaviours based on the individual needs of the child. (S7, S13)		

Sample Questions: Pass Criteria				
K10, S7, S10, S13, B2, B4, B5				
How do you build caring and respectful relationships with children and stand up for them as their key person?	Yes	☐	No	☐
What are some ways you help children understand their feelings and make good choices about their behaviour?	Yes	☐	No	☐
Can you share some examples of how you support their needs?	Yes	☐	No	☐
S9				
What strategies do you use to communicate with children during personal care routines to ensure they feel respected and comfortable?	Yes	☐	No	☐
Can you share an example?	Yes	☐	No	☐
K21, S17				
Can you describe a time when you helped a child manage a significant transition, such as starting school or moving to a new home? What strategies did you use to support the child, and how did you ensure these were in line with organisational procedures?	Yes	☐	No	☐
What techniques do you use to prepare children for transitions, such as moving from one activity to another or transitioning from home to a childcare setting? Can you share a specific example where these techniques were successful?	Yes	☐	No	☐

Sample Questions: Distinction Criteria				
S7, S13				
Can you describe a situation where a child's behaviour was challenging. How did you adapt your strategies to address this behaviour while considering the child's unique needs and circumstances?	Yes	☐	No	☐

Learning and development			
Grading criteria		**Achieved Yes/No**	**Comments**
Pass	Facilitates and promotes children's interpersonal communication in social interaction and relationships. (K15, S11)		
Pass	Plans and delivers creative curricula, using analysis to inform the planning. (K22, K25, K26, S18)		
Pass	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)		
Distinction	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)		

Sample Questions: Pass Criteria				
K15, S11				
Can you reflect on a situation where a child was struggling to interact with others. How did you promote their interpersonal communication skills and help them build relationships with their peers?	Yes	☐	No	☐
Can you describe a time when you helped a child develop their communication skills during social interactions? What strategies did you use to encourage effective communication and relationship-building?	Yes	☐	No	☐
K22, K25, K26, S18				
How do you evaluate the effectiveness of your curriculum plans? Can you provide an example of how you used this evaluation to make adjustments and improve future activities	Yes	☐	No	☐
What strategies do you use to ensure your curriculum is both engaging and educational? Can you share a specific instance where your planning led to a successful and creative learning experience?	Yes	☐	No	☐
K24, S19, S20, B7				
What do you do to check if your activities are helping children interact and learn together? Can you give an example of how you used this to make your activities even better?	Yes	☐	No	☐
Can you share a story about a time when you changed your plans on the spot because of how the kids were interacting? How did this make the activity more fun and engaging for everyone?	Yes	☐	No	☐

Sample Questions: Distinction Criteria				
S18, S19, S20				
How do you stay flexible and responsive to children's needs during activities? Can you give an example of a time when being adaptable made a big difference for a child?	Yes	☐	No	☐
Can you share an example about a time when you had to quickly change your approach to meet a child's needs? What did you do, and why did you choose that approach?	Yes	☐	No	☐

Environments			
Reference to assessment requirements (Knowledge and Skills)		**Achieved Yes/No**	**Comments**
Pass	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)		
Pass	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)		
Distinction	Justifies choices in the creation of learning environments and how they meet the individual needs of children in line with the organisation's values and curriculum requirements. (K18, K20, S14)		

Sample Questions: Pass Criteria				
K17, K18, K20, S14, S15				
Can you tell me about a time when you designed a learning space that really reflected your organisation's values? How did you make sure it was a fun and engaging place for the children?	Yes	☐	No	☐
Think of a time when you had to adapt a learning environment to better meet the needs of the children. What changes did you make, and how did these changes benefit the children?	Yes	☐	No	☐
K19, K23, S16				
Can you share an example of a routine you designed that helped support a child's wellbeing and learning? How did you adapt this routine to meet the child's individual needs?	Yes	☐	No	☐
Think of a situation where you had to adjust your routines to better support a child's emotional or learning needs. What changes did you make, and how did these changes benefit the child?	Yes	☐	No	☐

Sample Questions: Distinction Criteria				
K18, K20, S14				
How do you decide which elements to include in a learning environment to support both the organisation's values and the children's needs? Can you share an example of a successful setup?	Yes	☐	No	☐

Document amendment history page

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