

Level 3 End-point Assessment for ST0135/AP03 Early Years Educator (9062-12)

**May 2021 Version 1.1**

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| Version and date | Change detail | Section |
| V1.1 May 2021 | Gateway form removed | Main section of document |
| V1.1 May 2021 | Portfolio evidence reference form added | IntroductionMain section of document |
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Introduction

### What is in this document

Recording forms to be used by Centres / End-point Assessment customers / Employers / Training providers:

* Portfolio evidence reference form.
* Apprentice portfolio checklist
* Declaration of portfolio authenticity

This document must be used alongside the **9062 Early Years Educator ST0135/AP03 EPA Pack**.

### Guidance on how to use the recording forms

Centres / End-point Assessment customers / Employers / Training providers must use the forms provided by City & Guilds in the format laid out in this document.

**Portfolio evidence reference form**

In the evidence type column, you should provide a clear reference to the piece of evidence that links to that area of the standard such as a file name. In the evidence reference column, you should record the outcome and element numbers covered.

If you are asked by the IEPA or City & Guilds to review the evidence that has been submitted, you should add to and amend the form you originally submitted.

If you are re-sitting or re-taking the assessment, you should only complete the sections for any new evidence submitted.

Note: The evidence reference form must be uploaded to the EPA Portal as a **word processing document**.

**Apprentice portfolio checklist**

City & Guilds have created a portfolio checklist to help apprentices and centres ensure that all relevant information is accounted for. The checklist is provided as support in preparation for assessment and does not need to be submitted to City & Guilds.

**Declaration of portfolio authenticity**

This form must be completed by the apprentice and the apprentice’s employer or tutor.

Portfolio evidence reference form

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| **Evidence reference form** |
| **City &****Guilds Pass Ref** | **Pass criteria (for reference only)**  | **Distinction criteria****(for reference only)** | **Evidence type(s)** | **Evidence reference** | **IEPA comments (in preparation for Professional Discussion)** **IEPA only** |
|  |
| **Knowledge, Skills and Behaviours****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. |
| **P1** | 1. Provides evidence of how they have modelled and promoted positive behaviours (for example, turn-taking) in their day-to-daypractice and shows evidence of the positive effect on children’s behaviour as a result. | **D1** Provides evidence of having used more than two behaviourmanagement 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. |  |  |  |
| **Knowledge, Skills and 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.**K2:** The significance 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.**K8:** The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.**S16:** Discuss children’s progress and plan next stages in their learning with the key person, colleagues, parents and/or carers.**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 and 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 in 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. |
| **P2** | Communicates with, and provides information to parentsand/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, andencourages them in the valuable contribution they make to the child’s health, well-being, learning and development. Plans the next stages of development with the key person. | **D2** Establishes and maintains effectivepartnership working which leads toimprovements 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. |  |  |   |
| **Knowledge, Skills and Behaviours****S3:** Plan and lead activities, purposeful play opportunities and educational programmes which include the learning and development areas of current early education curriculum requirements.**B4:** Commitment to improving the outcomes for children through inspiration and child-centred care and education. |
| **P3** | Able to explain how the planning and leading of activities and purposeful play opportunities havebeen approached to reflect the learning and development areas of the current early education curriculum requirements, in orderto 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. |  |  |   |
| **Knowledge, Skills and Behaviours****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.**K2:** The significance 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.**K8:** The potential effects of, and how to prepare and support children through, transitions and significant events in their lives.**S14:** Identify the needs, interests and stages of development of individual children.**B1:** Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.**B4:** Commitment to improving the outcomes for children through inspiration and child-centred care and education. |
| **P4** | Able to explain the child’s stage and how they use this knowledge to approach planning of activities in order to support children’swellbeing and independence, inline 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 oftheir learning. | **D4** Demonstrates which activities haveaccelerated children’s learning and which types of activities areappropriate for individual children and is able to evidence where it hasaccelerated children’s learning (e.g. using observations and planning documents). |  |  |  |
| **Knowledge, Skills and Behaviours****S5:** Provide learning experiences, environments and opportunities appropriate to the age, stage and needs of individual and groups of children.**S14:** Identify the needs, interests and stages of development of individual children.**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.**B1:** Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.**B4:** Commitment to improving the outcomes for children through inspiration and child-centred care and education. |
| **P5** | Evidences using age-related expectations, knowledge of stageof development and the individual needs of the child to provide arange of appropriate learning experiences, environments andopportunities. | **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. |  |  |  |
| **Knowledge, Skills and Behaviours****S6:** Encourage children’s participation, ensuring a balance between adult-led and child-initiated activities.**B1:** Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.**B4:** Commitment to improving the outcomes for children through inspiration and child-centred care and education. |
| **P6** | Encourages children’sparticipation 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. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours****S9:** Support children’s group learning and socialisation.**K2:** The significance of attachment and how to promote it effectively.**B1:** Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.**B4:** Commitment to improving the outcomes for children through inspiration and child-centred care and education.**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. |
| **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. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours****S7:** Engage in effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking.**B1:** Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.**B4:** Commitment to improving the outcomes for children through inspiration and child-centred care and education. |
| **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 twostrategies used to promote sustained shared thinking forchildren with differentneeds/backgrounds e.g. EAL, SEND, disadvantaged, or ethnic minority children. |  |  |   |
| **Knowledge, Skills and Behaviours****S15:** Make use of formative and summative assessment, tracking children’s progress to plan next steps and shape learning opportunities.**S13:** Carry out and record observational assessment accurately.**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.**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.B4: Commitment to improving the outcomes for children through inspiration and child-centred care and education. |
| **P9** | Completes formative and summative assessments in therequired format. Uses assessment data to inform next steps andplanning. | **D7** Evidences that children have madeprogress as a result of accurate assessments being completed. |  |  |   |
| **Knowledge, Skills and Behaviours****S1:** 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.**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.**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’ 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.**B1:** Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice.**B3:** Honesty, trust and integrity - develop trust by working in 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 the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. |
| **P10** | Uses strategies to support children in relation to individualcircumstances such as the needs of children with English as an additional language, family breakdown, birth of a sibling. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours****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. |
| **P11** | Maintains accurate and coherent records and reports. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours****S13:** Carry out and record observational assessment accurately. |
| **P12** | Carries out and records appropriate observational assessment accurately across a range of contexts. | **D8** Demonstrates an awareness of thedifferent types of observationalassessment 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. |  |  |   |
| **Knowledge, Skills and Behaviours****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.**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.**B3:** Honesty, trust and integrity - develop trust by working in a confidential, ethical and empathetic manner with a common-sense and professional attitude. |
| **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 recordkeeping in relation to confidentiality of information and/or safeguarding of children and the systems in place to support children and their parents/carers. |  |  |   |
| **Knowledge, Skills and Behaviours****S25:** Work co-operatively with colleagues and other professionals to meet the needs of babies and children and enable them to progress.**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 and support the learning and development of others through mentoring and sharing of professional expertise and experience. |
| **P14** | Works and contributeseffectively 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. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours****S12:** Plan and provide activities to meet additional needs, working in partnership with parents and/or carers and other professionals, where appropriate.**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’ 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.**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. |
| **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 withparents/carers and professionals. |  |  |   |
| **Knowledge, Skills and Behaviours****S24:** Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.**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.**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 and 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 in a confidential, ethical and empathetic manner with a common-sense and professional attitude. |
| **P16** | Complies with all requirements and expectations for confidentiality of information. Understands theimportance of safeguarding thechildren and the systems in place to support children. Is able to work in partnership with parents/carerson 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. |  |  |   |
| **Knowledge, Skills and Behaviours****S24:** Identify and act upon own responsibilities in relation to health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.**K12:** The legal requirements and guidance on health and safety, security, confidentiality of information, safeguarding and promoting the welfare of children.**B4:** Commitment to improving the outcomes for children through inspiration and child-centred care and education. |
| **P17** | Actively demonstrates the importance of Health and Safetysystems in the workplace. | **D12** Has suggestions to improve practice in relation to Health andSafety. |  |  |   |
| **Knowledge, Skills and Behaviours****S2:** Promote equality of opportunity and anti-discriminatory practice.**K5:** The importance of promoting diversity, equality and inclusion, fully reflecting cultural differences and family circumstances.**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 the law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. |
| **P18** | Actively promotes equality of opportunity and anti-discriminatorypractice through meeting parentsand children’s individual needs and celebrating diversity. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours****S8:** Support and promote children’s speech, language and communication development.**B4:** Commitment to improving the outcomes for children through inspiration and child-centred care and education. |
| **P19** | Effectively supports children to develop their communication and language skills. For example, supports children to expressvocabulary, and develop own narratives and explanations. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours****S19:** Plan and carry out physical care routines suitable to the age, stage and needs of the child.**K16:** How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.**B1:** Care and compassion - provide the very best childcare to every child every day combined with the ability to professionally challenge poor practice. |
| **P20** | Plans and carries out physical care routines to meet a child’sindividual needs, including appropriate infection controlmeasures. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours****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 activity through the day.**K16:** How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely. |
| **P21** | Promotes healthy lifestyles through their activities – e.g., byencouraging babies and young children to consume healthy andbalanced meals, snacks and drinks appropriate for their age, and/or byencouraging them to be physically active through planned andspontaneous activity through the day. | **D13** Has an excellent understanding ofthe 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. |  |  |   |
| **Knowledge, Skills and Behaviours****K16:** How to prevent and control infection through ways such as handwashing, food hygiene practices and dealing with spillages safely.**S21:** 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** | Completes personal protective equipment tasks to minimise thespread of infection. Understands the importance of following procedures and applying theappropriate measures, for example re handwashing, food hygiene practices and dealing with spillages safely. | **D14** Has evidence of providingrecommendations of change to support effective infection preventative and hygiene-relatedactivities. |  |  |   |
| **Knowledge, Skills and Behaviours****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). |
| **P23** | Undertakes ongoingcontinuous professional development and reflective practice. Actively seeks newopportunities to develop that have a positive impact on the learning outcomes for the children. | N/A |  |  |   |
| **Knowledge, Skills and Behaviours****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. |
| **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, or example parents, carers, professionals, children and children with additional needs. | N/A |  |  |  |
| **Knowledge, Skills and Behaviours****S22:** Carry out risk assessment and risk management in line with policies and procedures. |
| **P25** | Undertakes risk assessmentswithin the setting. | N/A |  |  |  |

Apprentice portfolio checklist

|  |  |  |  |
| --- | --- | --- | --- |
| Apprenticename |  | Enrolment number |  |
| **Apprenticeship** | Level 3 End-point Assessment for ST0135/AP03 Early Years Educator |

**Portfolio notes**

The portfolio of evidence must adhere to the following requirements:

* Evidence must demonstrate the apprentice’s knowledge, skills and behaviours (KSBs) that will be assessed by the Professional Discussion.
* Evidence must be mapped against the KSBs being assessed by the professional discussion; it is anticipated that individual pieces of evidence will be mapped to multiple KSBs.
* Evidence must relate to ‘real’ work completed by the apprentice; evidence from simulated activities is not allowed.
* It must contain 10-12 pieces of evidence in total.
* The apprentice’s employer must provide a written statement confirming the evidence is attributable to the apprentice.
* Evidence must include
* at least two observations of practice, maximum 20-minutes in total duration, which should be presented in a written account. Video recordings cannot be accepted by City & Guilds as part of the portfolio. Written accounts should be purely factual accounts (i.e. no opinion or judgements) and must be written by someone appropriately qualified and in a position of responsibility (such as a line manager or member of the senior management team, or the assessor for the qualification), following City & Guilds’ guidelines.
* work products produced by the apprentice, for example: observation, assessment and planning documents, risk assessments, communication documents and meeting records.
* employer feedback/review (maximum one)
* CPD training records/certificates
* The completed portfolio must be uploaded to the EPA portal in Word format.

City & Guilds have created a portfolio checklist to help apprentices and centres ensure that all relevant information is accounted for.

|  |  |
| --- | --- |
| Portfolio checklist | Tick |
| 1. Is all evidence signed and dated by the apprentice?

The employer feedback/review must be signed by the employer.Electronic signatures are also acceptable |  |
| 1. Is all evidence valid, authentic, current and sufficient (VACS)?
 |  |
| 1. Does evidence clearly show it is the apprentice’s individual work (and if involved in team work is it clear the specific contribution the apprentice made)?
 |  |
| 1. Does the evidence clearly demonstrate their relevant knowledge?
 |  |
| 1. Have you used the portfolio evidence reference form? Is all evidence referenced?
 |  |
| 1. Does it showcase the apprentice’s best pieces of work?
 |  |
| 1. Is the majority of the evidence holistic in its nature?
 |  |
| 1. Does the portfolio include 10 to 12 pieces of evidence in total?
 |  |
| 1. Does the evidence include at least two practice observations, with a total duration of 20 minutes maximum?
 |  |
| 1. Are the observation written accounts signed by the observer?
 |  |
| 1. Have you checked that you have not included any pieces of evidence that are duplicated or not relevant?
 |  |
| 1. Is there sufficient evidence to cover the whole of the criteria and grading descriptors that has been referenced to?
 |  |
| 1. Is the employer review specific to the apprentice?
 |  |
| 1. Has all child / parent / caregiver information been anonymised?
 |  |
| 1. Have any external sources of information being appropriately documented and referenced to the original source, showing clear understanding of how they relate to the criteria?
 |  |
| 1. Has the appropriate stakeholder(s) eg employer/training provider checked whether the apprentice’s portfolio meets all the required criteria and grading descriptors?
 |  |

Declaration of portfolio authenticity

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| --- | --- | --- | --- |
| Apprenticename |  | Enrolment number |  |
| **Apprenticeship** | Level 3 End-point Assessment for ST0135/AP03 Early Years Educator |

**Apprentice declaration:**

I confirm that all work submitted is my own, and that I have acknowledged any sources I have used.

|  |  |  |  |
| --- | --- | --- | --- |
| **Signature** |  | **Date** |  |

**Tutor/Employer declaration:**

I confirm that all work was conducted under conditions designed to assure the authenticity of the Apprentice’s work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the Apprentice.

|  |  |
| --- | --- |
| **Name** |  |
| **Signature** |  | **Date** |  |