



# Non-Exam Assessment: Internal Synoptic Project

NCFE Level 1/2 Technical Award in Child Development and  
Care in the Early Years (603/7012/9)

Centre copy

**SAMPLE**

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## Introduction

The internal non-exam assessment is a formal internal synoptic assessment that requires the learner to independently apply an appropriate selection of knowledge, understanding, skills and techniques, developed through the full course of study, in response to a real-world situation, to enable them to demonstrate an integrated connection and coherence between the different elements of the qualification.

The non-exam assessment will contribute **50%** towards the overall qualification grade and therefore it is important that the learner produces work to the highest standard that they can. The learner, therefore, should not be entered for the internal synoptic project until they have been taught the full course of study, to ensure that they are in the best position to complete the internal synoptic project successfully.

### What is synoptic assessment?

Synoptic assessment is an important part of a high-quality vocational qualification because it shows that learners have achieved a holistic understanding of the sector and that they can make effective connections between different aspects of the subject content and across the breadth of the assessment objectives in an integrated way. The Department for Education (DfE) has consulted with Awarding Organisations and agreed the following definition for synoptic assessment:

***“A form of assessment which requires a candidate to demonstrate that s/he can identify and use effectively in an integrated way an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole vocational area, which are relevant to a key task.”***

Synoptic assessment enables learners to show that they can transfer knowledge and skills learnt in one context to resolve problems raised in another. To support the development of a synoptic approach, the qualification encourages learners to make links between elements of the course and to demonstrate how they have integrated and applied their increasing knowledge and skills.

As learners progress through the course, they will use and build upon knowledge and skills learnt across units. The internal synoptic project will test the learners' ability to respond to a real-world situation.

# Information for learners

## Introduction

The internal non-exam assessment is a formal assessment that will contribute **50%** towards your overall qualification grade. It takes the form of a synoptic project that will require you to draw on your knowledge and understanding of the entire qualification, it is therefore important that you produce work to the highest standard that you can.

You will be assessed on your ability to independently select, apply and bring together the appropriate knowledge, understanding, skills and techniques you have learnt throughout your course of study, in response to a brief, set in a real-world-situation.

The non-exam assessment will be assessed holistically using a levels of response mark grid and against five integrated assessment objectives. These assessment objectives and their weightings are shown below.

## Suggested completion time

You have been provided with a total of **14** hours to complete this non-examined assessment. You may use some or all of the time provided for each task. You are allowed to use time allocated to one task on another task should you require. You are not allowed to exceed the total number of hours.

**Assessment Objective (AO)****AO1 – Recall knowledge and show understanding**

The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.

**20 marks (21.73%)**

**AO2 – Apply knowledge and understanding**

The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.

**20 marks (21.73%)**

**AO3 – Analyse and evaluate knowledge and understanding**

The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

**16 marks (17.4%)**

**AO4 – Demonstrate the application of relevant vocational skills, processes, working practices, and documentation.**

The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector, by applying the appropriate processes, working practices and documentation.

**28 marks (30.44%)**

**AO5 – Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices, and documentation.**

The emphasis here is for learners to analyse and evaluate the essential skills; processes, working practices and documentation relevant to the vocational sector.

**8 marks (8.7%)**

# NCFE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)

## Internal Synoptic Project

### Sample

To be given to learners on or after 5 January 2022.

#### Learner instructions

- Read the project brief carefully before you start the work.
- You **must** clearly identify and label all the work you produce during the supervised time.
- You **must** hand in all your work to the supervisor at the end of each timed session.

#### Learner information

- This internal synoptic project will assess your knowledge and understanding from across the qualification.
- Total marks **92**.
- The suggested completion time for this internal synoptic assessment is **14** hours.
- All of the work you submit **must** be your own.

#### Resources

- You have been provided with the following documents to use during the assessment:
  - post-it note observation required for task 2.

Please complete the details below clearly and in BLOCK CAPITALS.

Learner name \_\_\_\_\_

Centre name \_\_\_\_\_

Centre number

Learner number

Learner signature \_\_\_\_\_

## **Case study**

John is 4 years old. John's parents have recently separated, and John is living with his mother Jane.

John and Jane have moved to a rural area from a city environment and have no extended family or contact with John's father.

Before the separation of his parents John was looked after during the day by a nanny but now John will attend a nursery whilst Jane works full time, shift work, starting at 7.00 am.

John has started the transition to the nursery and has been attending for 2 weeks. The childcare practitioner notices John is showing signs of regression and is finding it difficult to independently complete self-care routines.

The childcare practitioners have observed John during routines and play activities and recorded their findings in a post-it note observation method. The findings can be found in **Appendix 1**.

**Using this case study and the post-it note observations in Appendix 1, complete the following tasks.**

## Assessment tasks

|  |   |
|--|---|
| <b>Task 1 – Support strategies – Transitions</b>   |   |
| <b>Recommended time</b>  | <b>3 hours</b>  |
| <b>Content areas assessed</b>  | <ol style="list-style-type: none"> <li>1. Early years provision</li> <li>2. Factors that influence the child's development</li> <li>3. Care routines, play and activities to support the child</li> </ol> |
| <b>Assessment objectives</b>   | AO1 = 4 marks<br>AO2 = 4 marks<br>AO3 = 4 marks   |
| <p><b>You are required to:</b></p> <p>Consider the strategies that could support John's transition to the nursery and complete the following:</p> <ul style="list-style-type: none"> <li>• create a <b>leaflet</b> to share with John's parent(s) that gives advice on how the parent(s) and the early years practitioners could support his transition to nursery</li> <li>• in a written report- justify how the strategies given in your resource will support John's transition.</li> </ul> <p><b>Please note: You are not being assessed on the quality and presentation of your resource, but the advice provided.</b></p> <p style="text-align: right;"><b>[12 marks]</b></p> |   |
| <b>Evidence</b>  | <ul style="list-style-type: none"> <li>• Leaflet.</li> <li>• Written report.</li> </ul> <p>Your resource and written report can be either word processed or handwritten.</p>                              |



| <b>Task 1 – Support strategies – Transitions</b> |  |
|--|--|
| <b>Marks</b>                                     | <b>Descriptors</b>   |
| <b>7–8</b>                                       | <p><b>A03 – Excellent</b> analysis and evaluation of how the strategies support John’s transition that is <b>comprehensive</b> and highly <b>relevant</b>. Supported with <b>excellent</b> justifications for the choice and appropriateness of the strategies that are <b>comprehensive</b> and highly <b>detailed</b>.</p> <p><b>A02 – Excellent</b> application of knowledge and understanding of strategies that could support John’s transition to nursery that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to providing advice on how the parent(s) and the setting will support John’s transition to nursery.</p> <p><b>A01 – Excellent</b> recall of knowledge and understanding of strategies that could support transition to nursery that is <b>comprehensive</b>.</p>  |
| <b>5–6</b>                                       | <p><b>A03 – Good</b> analysis and evaluation of how the strategies support John’s transition that is <b>detailed</b> and <b>mostly relevant</b>. Supported with good justifications for the choice and appropriateness of the strategies that are <b>detailed</b>.</p> <p><b>A02 – Good</b> application of knowledge and understanding of strategies that could support John’s transition to nursery that is <b>detailed</b> and <b>mostly relevant</b> to providing advice on how the parent(s) and the setting will support John’s transition to nursery.</p> <p><b>A01 – Good</b> recall of knowledge and understanding of strategies that could support transition to nursery that is <b>mostly detailed</b>.</p>  |
| <b>3–4</b>                                       | <p><b>A03 – Reasonable</b> analysis and evaluation of how the strategies support John’s transition that has <b>some detail</b> and <b>some relevance</b>, though this may be <b>underdeveloped</b>. Supported with <b>reasonable</b> justifications for the choice and appropriateness of the strategies that have <b>some detail</b>, though these may be <b>underdeveloped</b>.</p> <p><b>A02 – Reasonable</b> application of knowledge and understanding of strategies that could support John’s transition to nursery that has <b>some detail</b> although this may be <b>underdeveloped</b>. With some relevance to providing advice on how the parent(s) and the setting will support John’s transition to nursery.</p> <p><b>A01 – Reasonable</b> recall of knowledge and understanding of strategies that could support transition to nursery that has <b>some detail</b>.</p> |
| <b>1–2</b>                                       | <p><b>A03 – Limited</b> analysis and evaluation of how the strategies support John’s transition. Supported with <b>limited justifications</b> for the choice and appropriateness of the strategies that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p> <p><b>A02 – Limited</b> application of knowledge and understanding of the strategies that could support John’s transition to nursery that has <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b> to providing advice on how the parent(s) and the setting will support John’s transition to nursery.</p> <p><b>A01 – Limited</b> recall of knowledge and understanding of strategies that could support transition to nursery that have <b>minimal detail</b>.</p>   |
| <b>0</b>   | No rewardable material.  |

## Indicative content

**AO1 – Learners will recall knowledge and show understanding of the strategies that could support John’s transition to nursery and may include the following:**

Strategies such as:

- build positive supportive relationships:
  - share information between parent(s) and the early years practitioner
  - communicate effectively with parent(s), child, and the early years practitioner
  - be sensitive to the child and family’s needs
  - organise a nursery visit
  - organise a key worker home visit
  - provide advice to parent(s) on how they can support their child
- adopt a child-centred approach to supporting the child:
  - the early years practitioner finds out about the child’s needs and interests
  - the early years practitioner ensures they can meet the child’s care needs
- provide experiences for the child to express feelings around starting nursery:
  - parent(s) role play starting nursery
  - parent(s) and child read books about starting nursery
  - parent(s) talking to the child about going to nursery.

**AO2 – Learners will apply knowledge and understanding of the strategies to support John’s transition to the nursery that may include the following:**

- build positive supportive relationships:
  - information sharing between John’s mother and early years practitioners, such as, John’s care needs, routines, likes/dislikes, worries about starting nursery
  - use good listening skills, open body language when talking to John (ask questions, clarify how he feels), the nursery should document communication they have with John’s mother
  - the early years practitioner should communicate respectfully, sensitively, showing empathy to John and his mother
  - during a nursery visit John should see the nursery layout, experience some activities, routines and meet other children and early years practitioners
  - nursery sessions can be gradually increased (for example, two mornings, building up to two full days)
  - a key worker home visit - the key worker should tell John about the nursery, reassure and answer questions
- adopt a child-centred approach to supporting the child:
  - the early years practitioner should discuss with John’s mother, ask relevant questions, provide a questionnaire about John’s needs and interests
- provide experiences for the child to express feeling about starting nursery:
  - role playing key parts of the nursery day, such as John being left at the start of the day, break-time
  - John and his mother could visit a library to access a range of books about starting nursery, making friends – asking John questions about how the children in the stories are feeling/what is happening?

- talking to John about going to nursery, asking how he feels, what he thinks will happen, what he is looking forward to.

**AO3 – Learners will analyse and evaluate how strategies support John’s transition that may include the following.**

- Accessing information about John’s care needs, routines, likes/dislikes, worries, will help the early years practitioner put in place strategies to meet John’s needs, such as providing musical activities if this is something John likes, or meeting his dietary needs (for example, if John has food intolerances or was diabetic).
- Meeting John’s needs supports John’s transition as he will receive consistency in the care between home and in the nursery, this reduces John’s stress of new experiences during his transition to nursery.
- Documenting communication with John’s mother ensures John’s needs are accurately recorded and can be shared with other early years practitioners in the nursery. Accurately recording and sharing John’s needs with other early years practitioners in the nursery supports John’s transition, as it ensures John receives the same care by all practitioners.
- Communicating respectfully, sensitively, showing empathy supports partnership working between early years practitioners and John’s mother. Good communication supports the development of trust and honest, open interactions supports John’s transition.
- Visiting the nursery with his mother, will provide support for John during his initial visit, as his mother will be present, making John feel more at ease and more confident.
- Talking to John about going to nursery will provide reassurance and encourage John to see nursery as something to look forward to.
- A key worker home visit allows John to meet his key worker in an environment he feels safe and provides an opportunity to discuss John’s transition. Meeting his key worker at home supports development of relationships between John and the key worker. As John is in his home environment, he is more likely to feel comfortable in interacting with his key worker. Opportunities to discuss John’s needs further develops partnership working and supports transition.
- A nursery visit will provide John with the experience of being in the nursery for a short period of time. Gradually increasing the number of nursery sessions, allows John to get use to/build his confidence and allows John to become familiar with the nursery setting, routines and early years practitioners at a pace that is comfortable for him. This builds John’s confidence in spending time away from his mother, making his transition to nursery smoother.
- Role playing key parts of the nursery day to give John an understanding of what to expect, reducing worries John may have about starting nursery.
- Access to a range of books about starting nursery allows John to know that how he feels is the same as other children, meaning John’s resilience will be supported and developed.

| <b>Task 2 - Planning cycle - Observe and assess</b>  |  |
|--|--|
| <b>Recommended time:</b>   | <b>3 hours</b>   |
| <b>Content areas assessed:</b>   | 1. Child development<br>2. Factors that influence a child's development<br>3. Care routines and activities to support the child<br>7. Roles and responsibilities within early years settings<br>8. The importance of observation in the early years<br>9. The purpose of planning in the early years |
| <b>Assessment objectives:</b>  | AO1 = 4 marks<br>AO2 = 8 marks<br>AO3 = 4 marks<br>AO4 = 4 marks   |
| <p><b>You are required to:</b></p> <p>Use the post-it note observation document (Appendix 1) to assess aspects of John's holistic development.</p> <p>Write a report of your findings regarding aspects of John's holistic development including:</p> <ul style="list-style-type: none"> <li>• John's progress against expected key milestones</li> <li>• how aspects of John's holistic development might be interconnected</li> <li>• justifications for the support needed to further his development.</li> </ul> <p style="text-align: right;"><b>[20 marks]</b></p> |  |
| <b>Evidence</b>  | <ul style="list-style-type: none"> <li>• Written report:               <ul style="list-style-type: none"> <li>○ word processed or</li> <li>○ handwritten.</li> </ul> </li> </ul>   |

| <b>Task 2 -<br/>Planning cycle - Observe and assess</b> |  |
|---|--|
| <b>Marks</b>  | <b>Descriptors</b>   |
| <b>10–12</b>  | <p><b>A02 – Excellent</b> application of knowledge and understanding of John’s holistic development against expected milestones that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b>.</p> <p><b>A02 – Excellent</b> application of knowledge and understanding of how aspects of Johns holistic development might be interconnected that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> and shows links between John’s holistic development and needs.</p> <p><b>A01 – Excellent</b> recall of knowledge and understanding holistic development and milestones that is <b>comprehensive</b>.</p>  |
| <b>7–9</b>  | <p><b>A02 – Good</b> application of knowledge and understanding of John’s holistic development against expected milestones that is <b>detailed</b> and <b>mostly relevant</b>.</p> <p><b>A02 – Good</b> application of knowledge and understanding of how aspects of Johns holistic development might be interconnected that is <b>detailed</b> and <b>mostly relevant</b> and shows links between John’s holistic development and needs.</p> <p><b>A01 – Good</b> recall of knowledge and understanding of holistic development and milestones that is <b>mostly detailed</b>.</p>  |
| <b>4–6</b>  | <p><b>A02 – Reasonable</b> application of knowledge and understanding of John’s holistic development against expected milestones that has <b>some detail</b> although this may be underdeveloped. With <b>some relevance</b>.</p> <p><b>A02 – Reasonable</b> application of knowledge and understanding of how aspects of Johns holistic development might be interconnected that has <b>some detail</b> although this may be <b>underdeveloped</b>. With <b>some relevance</b> and shows <b>some</b> links between John’s holistic development and needs.</p> <p><b>A01 – Reasonable</b> recall of knowledge and understanding of holistic development and milestones that has <b>some detail</b>.</p>  |
| <b>1–3</b>  | <p><b>A02 – Limited</b> application of knowledge and understanding of John’s holistic development against expected milestones that have <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b>.</p> <p><b>A02 – Limited</b> application of knowledge and understanding of how aspects of Johns holistic development might be interconnected that have <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b> and shows <b>minimal</b> links between John’s holistic development and needs.</p> <p><b>A01 – Limited</b> recall of knowledge and understanding of holistic development and milestones that have <b>minimal detail</b>.</p> |
| <b>0</b>  | No rewardable material.  |

## Indicative content

**AO1 – Learners will recall knowledge and understanding of holistic development and expected milestones that may include the following:**

### Physical development and milestones of a 4 year old.

Fine motor skills:

- begins to fasten buttons
- uses spoon and fork well to eat
- can draw a figure that resembles a person showing head, legs, and body.

Gross motor skills:

- stands and runs on tiptoes
- hops
- changes direction while running
- can catch, kick, throw and bounce a ball.

Cognitive development and milestones of a 4 year old:

- names some colours
- counts to 10
- recalls stories and rhymes
- fantasy and reality may become confused.

Social and emotional development and milestones of a 4 year old:

- welcomes and values praise
- more confident in new situations and with unfamiliar adults
- can be sensitive to others
- may become fearful as imagination increases.

**AO2 – Learners will apply knowledge and understanding of John's holistic development against expected milestones that may include the following:**

Physical development:

- milestones John is meeting:
  - gross motor skills, coordination, when pedalling and steering a tricycle (3 years)
  - gross motor skills, hand-eye coordination, when playing catch (3 to 4 years)
- milestones John is not meeting:
  - fine motor skills, small hand movements, when zipping up his coat, holds a pencil (tripod grip) draws lines and circles to represent a family, drawings resemble a person, head, legs and body (4 years). Picks up small objects and positions them (pincer grip), when decorating biscuits (2 years)
  - bladder control – toilet accident (2½ years).

### Cognitive development:

- milestones John is meeting:
  - understanding concepts - 'in-out', 'behind-infront' (4 years)
  - naming colours, when playing a board game (4 years)
  - recalls rhymes and counting and simple subtraction when singing 'five currant buns' (4 years)
  - understanding marks can represent things, when drawing lines and circles to represent his family (5 years)
  - interest in reading, when sharing and looking at books independently (5 years).

### Communication and language:

- milestones John is meeting:
  - speech is grammatically correct and understood, when telling the early years practitioner he could not zip his coat, asking when it is time to go home (5 years)
  - knows nursery rhymes and songs, when singing 'five currant buns' (4 years)
  - able to use words and actions, when reading (4 years)
- milestones John is not meeting:
  - not replying to simple questions, when asked where his apron was (3 years).

### Social and emotional:

- milestones John is meeting:
  - valuing praise, when making biscuits and wanting to show his mother (4 years)
- milestones John is not meeting:
  - independence, confidence in new situations, when distressed at leaving mother (separation anxiety), asking when it is time to go home, waiting to be given a cup (3 years+)
  - lack of awareness of the feelings of other children and ability to share, when not sharing the tricycle, grabbing a jigsaw piece from another child (4 years)
  - self-control, when running around when everyone was tidying up, crying when he could not build the tower back up quickly (3½ to 4 years)
  - difficulty in joining in group activities and social situations, when it was tidy up time (3 years).

### **AO2 – Learners will apply knowledge and understanding of holistic development and how this might be interconnected showing links between John's holistic development and needs that may include the following:**

- John's difficulties in his physical development of his fine motor skills may affect his emotional development, causing John to feel frustrated which affects his behaviour, for example, crying when he could not quickly rebuild the tower that fell down
- John's toilet accident may have occurred because he was distracted by doing something he enjoys - outside play (where John enjoys riding tricycles and playing catch). The accident may have affected John's emotional development, causing him to feel embarrassed, and this affected his confidence in communicating this to an early year practitioner, rather than John not having the language skills to speak to an early years practitioner

- John did not communicate when he did not answer where his apron was, this may be because his emotional development was affected, by being too distressed to communicate
- John did not reply when asked a question (where was his apron), this may not have been because he did not understand the question or does not have the language and communication skills to answer the question, but because he was upset at being covered in paint
- John lacks independence and confidence in new situations and shows separation anxiety when his mother leaves. This may affect his interactions with the early years practitioner and with other children. It may affect his behaviour in social interactions.

| <b>Task 2 - Planning cycle - Observe and assess</b> |   |
|---|---|
| <b>Marks</b>  | <b>Descriptors</b>  |
| <b>7-8</b>  | <p><b>A04 – Excellent</b> demonstration of vocational skills in the ability to read, review and utilise an observation document for the creation and completion of a written report that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the needs and support of John.</p> <p><b>A03 – Excellent</b> analysis and evaluation of Johns holistic development needs against expected milestones that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications for the support needed to further his development that is <b>comprehensive</b> and <b>highly detailed</b>.</p>   |
| <b>5-6</b>  | <p><b>A04 – Good</b> demonstration of vocational skills in the ability to read, review and utilise an observation document for the creation and completion of a written report that is <b>detailed</b> and <b>mostly relevant</b> to the needs and support of John.</p> <p><b>A03 – Good</b> analysis and evaluation of Johns holistic development needs against expected milestones that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications for the support needed to further his development that is <b>detailed</b>.</p>   |
| <b>3-4</b>  | <p><b>A04 – Reasonable</b> demonstration of vocational skills in the ability to read, review and utilise an observation document for the creation and completion of a written report that has <b>some detail</b> although this may be <b>underdeveloped</b>. With some relevance to the needs and support of John.</p> <p><b>A03 – Reasonable</b> analysis and evaluation of Johns holistic development needs against expected milestones that has <b>some detail</b> and <b>some relevance</b>, though this may be <b>underdeveloped</b>. Supported with <b>reasonable</b> justifications for the support needed to further his development that has <b>some detail</b>, though these may be underdeveloped.</p> |
| <b>1-2</b>  | <p><b>A04 – Limited</b> demonstration of vocational skills in the ability to read, review and utilise an observation document for the creation and completion of a written report that has <b>minimal detail</b> and is <b>mostly superficial</b>. With <b>minimal</b> relevance to the needs and support of John.</p> <p><b>A03 – Limited</b> analysis and evaluation of Johns holistic development needs against expected milestones. Supported with <b>limited</b> justifications for the support needed to further his development that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p>   |
| <b>0</b>  | No rewardable material  |



## Indicative content:

**AO4 – Learners will demonstrate the application of vocational skills in the ability to read, review and interpret an observation document for the creation and completion of a written report. This is implied through the analysis required of AO3, and the application required of AO2 for the completion of a written report.**

**AO3 – Learners will analyse and evaluate knowledge and understanding of Johns holistic development needs against expected milestones, to provide justifications for the support needed to further his development, that may include the following:**

### Physical development needs:

- John needs to develop his fine motor skills, such as pincer and tripod grip because he cannot zip up his coat, control a pencil as expected, independently complete self-care tasks
- John needs to develop an awareness of when he needs the toilet because he had a toileting accident which you would not expect at his stage of development and to become more independent.

### Communication and language:

- John needs to develop his communication with the early years practitioners because he is not able to reply to questions asked or fully participate in activities and routines or ask for help.

### Social and emotional development needs:

- John needs to develop his social interactions, and his awareness of appropriate behaviour in social situations, such as social skills, and the feelings of other children because he is finding taking turns and sharing difficult during activities
- John needs to develop his independence and reduce his distress when left at nursery because he is not independently completing self-care tasks during the nursery routine and he is unhappy to separate from his mother causing distress
- John needs to develop self-control and awareness of the expectations for behaviour in social situations because he is not yet able to follow instructions or appropriately express emotions when frustrated
- John needs to improve control over his emotional reactions/be more appropriate for his age because he responds to disappointment or social activities with inappropriate behaviour.

| <b>Task 3 – The planning cycle – Plan</b>  |   |
|--|---|
| <b>Recommended time</b>  | <b>3 hours</b>  |
| <b>Content areas assessed</b>  | 1. Child development<br>2. Factors that influence a child's development<br>3. Care routines and activities to support the child<br>5. Legislation, policies and procedures in the early years<br>7. Roles and responsibilities within early years settings<br>9. The purpose of planning in the early years |
| <b>Assessment objectives</b>   | AO1 = 4 marks<br>AO2 = 4 marks<br>AO3 = 4 marks<br>AO4 = 12 marks   |
| <p><b>You are required to:</b></p> <p>a) assess John's basic needs and holistic development</p> <p>b) write a detailed plan to show what the early years practitioner at the nursery could do to support John during care routines and how the care routines will promote:</p> <ul style="list-style-type: none"> <li>• John's basic needs and holistic development</li> <li>• independence</li> <li>• transition to nursery.</li> </ul> <p>You should use the written completed report of your findings in task 2 to help complete this task.</p> <p style="text-align: right;"><b>[24 marks]</b></p> |   |
| <b>Evidence</b>  | <ul style="list-style-type: none"> <li>• Written plan:               <ul style="list-style-type: none"> <li>○ word processed or</li> <li>○ handwritten.</li> </ul> </li> </ul>  |

| <b>Task 3 - The planning cycle - Plan</b> |   |
|---|---|
| <b>Marks</b>                              | <b>Descriptors</b>  |
| <b>10–12</b>                              | <p><b>A03 – Excellent</b> analysis and evaluation of John’s basic care and holistic development needs that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications for strategies that are <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>A02 – Excellent</b> application of knowledge and understanding of the basic care routines, and strategies to meet Johns basic care needs and holistic development that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the case study and task.</p> <p><b>A01 – Excellent</b> recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is <b>comprehensive</b>.</p>   |
| <b>7–9</b>                                | <p><b>A03 – Good</b> analysis and evaluation of John’s basic care and holistic development needs that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications for strategies that are <b>detailed</b>.</p> <p><b>A02 – Good</b> application of knowledge and understanding of the basic care routines, and strategies to meet Johns basic care needs and holistic development that is <b>detailed</b> and <b>mostly relevant</b> to the case study and task.</p> <p><b>A01 – Good</b> recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is <b>mostly detailed</b>.</p>  |
| <b>4–6</b>                                | <p><b>A03 – Reasonable</b> analysis and evaluation of John’s basic care and holistic development needs that has <b>some detail</b> and <b>some relevance</b>, though this may be <b>underdeveloped</b>. Supported with <b>reasonable</b> justifications for the strategies that have <b>some detail</b>, though these may be <b>underdeveloped</b>.</p> <p><b>A02 – Reasonable</b> application of knowledge and understanding of the basic care routines, and strategies to meet Johns basic care needs and holistic development that has <b>some detail</b> although this may be <b>underdeveloped</b>. With <b>some relevance</b> to the case study and task.</p> <p><b>A01 – Reasonable</b> recall of knowledge and understanding of planning cycle, basic care needs, care routines and strategies that has <b>some detail</b>.</p> |
| <b>1–3</b>                                | <p><b>A03 – Limited</b> analysis and evaluation of John’s basic care and holistic development needs. Supported with <b>limited</b> justifications for strategies that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p> <p><b>A02 – Limited</b> application of knowledge and understanding of the basic care routines, and strategies to meet Johns basic care needs and holistic development that has <b>minimal detail</b> and is <b>mostly superficial</b>. With <b>minimal relevance</b> to the case study and task.</p> <p><b>A01 – Limited</b> recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that has <b>minimal detail</b>.</p>  |
| <b>0</b>                                  | No rewardable material.   |

## Indicative content

**AO1 – Learners will recall knowledge and show understanding of the planning cycle for meeting basic care needs and basic care routines that may include the following:**

The planning cycle:

- to identify the individual needs of the child:
  - physical
  - cognitive
  - communication and language
  - social and emotional
- identify support needs
- establish action planning
- develop partnership working
- refer to others.

Basic care needs

Basic needs:

- food and drink:
  - strategies: provide healthy lunch/snacks and access to fresh water throughout the day
- fresh air:
  - strategies: opportunities for outdoor play during the day and outdoor trips, such as a picnic, visit to a farm, ensure clothing/footwear is suitable to allow for outdoor play
- rest and sleep:
  - strategies: provide quiet/down-time activities, such as listening to soft music, quiet stories, planned nap times and a quiet place
- exercise:
  - strategies: provide activities and resources to support physical activity, such as, sports day, hoops, parachute games
- physical safety:
  - strategies: safety check equipment, security of building, not using physical punishment
- emotional safety:
  - strategies: use a keyworker system, ensure early years practitioner's interactions are caring, arrange small group play, provide strategies to support transitions
- shelter:
  - strategies: provide protection from the weather, such as ensuring the setting is warm, shade is provided in the summer.

## Psychological needs:

- belonging:
  - strategies: be interested in child's interests, provide opportunities for social interactions, such as group activities – team games, group painting, role-play, handing out snacks
- affection:
  - strategies: provide physical and emotional comfort when a child is distressed, show empathy
- sense of achievement:
  - strategies: praise a child's efforts and when shows positive behaviour
- valued:
  - strategies: display a child's work, listen when a child speaks, meet their needs and recognise when they have needs that are not being met
- emotional boundaries:
  - strategies: be consistent with rules.

## Basic care routines:

- getting dressed/undressed:
  - this can involve putting a coat on and off, putting shoes on, pulling trousers up and down, putting socks and gloves on, buttoning and undoing buttons, zips, belts
- mealtimes:
  - this can involve being able to self-feed, using fingers at first, progressing to spoons and knife and fork – to cut, stab, scoop, drinking using bottles, beakers, then cups
- toileting/washing routine:
  - this can involve undressing, changing a nappy, using a potty, trainer seat, then a toilet, washing hands and face.

**AO2 – Learners will apply knowledge and understanding of basic care routines, and strategies to meet John's basic care needs that may include the following:**

## Basic care needs

### Basic needs:

- food and drink:
  - strategies: encourage John to take a cup of water when he wants a drink, meet John's dietary needs, likes/dislikes in the snacks/food provided
- fresh air:
  - strategies: opportunities to access outdoor play equipment that John enjoys, tricycles, balls to play catch, ensure John's can put his coat on/ it is zipped up
- rest and sleep:
  - strategies: provide quiet/down-time activities, that John likes, such as looking at picture books of dinosaurs
- exercise:
  - strategies: provide activities and resources that John may like, such as tricycles and balls to play catch

- physical safety:
  - strategies: safety check equipment that John plays with, ensure John cannot wander out of the room he is in to look for his mum. Do not physically punish when John's behaviour is unwanted such as, when he snatched the jigsaw off another child or would not share the tricycle
- emotional safety:
  - strategies: provide time for interactions that will help John to develop a bond with his key worker, ensure early years practitioner's interactions with John are caring and reassuring, such as when John sounds like he is feeling insecure when he asks when it is time to go home.

#### Psychological needs:

- belonging:
  - strategies: show an interest in John's dinosaur interest, continue activities that involve social interactions that John has found enjoyable, such singing and nursery rhymes, and offer different ones too
- affection:
  - strategies: provide physical and emotional comfort and empathy when John is distressed when his mother leaves him at nursery and he is upset, such as when he had paint on him, re-building the tower
- sense of achievement:
  - strategies: praise John's when he has made something, such as decorating biscuits and when John shows positive behaviour, such as sharing, taking turns
- valued:
  - strategies: display John's painting, pay attention and acknowledge what John is saying, when he speaks about going home, recognise when John's needs are not being met and address them, such as when he is upset, unsure of what to do
- emotional boundaries:
  - strategies: be consistent with rules, such as behaviour that is expected of John at tidy-up time, when playing with other children.

#### Basic care routines:

- getting dressed/undressed:
  - strategies: demonstrate to John how to put his coat on – zip the coat up and down, encourage John to practice this. Provide activities that support the development of fine motor skills, such as threading beads. Provide equipment to practice fastenings – zips, buttons, poppers, praise John's efforts
- mealtimes:
  - strategies: provide opportunities for John to use cutlery. Provide activities which support eating skills, such as clay, where John can cut the dough with a knife, role-playing 'going to a restaurant', provide kitchen equipment in the home corner. Demonstrate how to use a knife to cut, a spoon to scoop
- toileting/washing routine:
  - strategies: demonstrate how to wash hands – how to turn the tap on/off, use soap, rub and dry hands. Support John in doing this, provide prompts for the steps. Provide a poster that shows the steps. Remind John of how he knows he needs to go to the toilet. Provide support for John if needed, undoing buttons, etc. Provide equipment – toilet seat, step

### **AO3 – Analyse and evaluate Johns basic care and holistic development needs that may include the following:**

#### Physical development needs:

- John needs to develop his fine motor skills, such as pincer and tripod grip:
  - **support:** provide John with activities that practice fine motor skills, such as threading beads, peg pictures, cutting shapes, tracing shapes
- John needs to develop awareness of when he needs the toilet:
  - **support:** remind John about going to the toilet through the day, take John to the toilet at key points in the day (such as out-side play) reinforce going to the toilet without being reminded with a sticker.

#### Communication and language:

- John needs to develop his communication with the early years practitioners:
  - **support:** key worker spending time with John to develop and strengthen their relationship, so John feels able to speak to them.

#### Social and emotional development needs:

- John needs to develop his social interactions, and his awareness of appropriate behaviour in social situations, such as social skills, and the feelings of other children:
  - **support:** support John when engaging in social interactions with other children, the practitioner should prompt appropriate behaviour from John, role-model social skills (such as taking turns and sharing), read books with John about making friends and people's feelings, set up small group activities where John can develop friendships with other children
- John needs to develop his independence and reduce his distress when left at nursery:
  - **support:** put strategies in place when being left in the morning, such as distracting John with an activity he likes, having his key worker greet John when he comes in the morning, tell John about the activities planned for the day, reassure John his mum will be coming back. When he is picked up, reinforce the activities John has enjoyed participating in that day. Put strategies in place to support John when distressed, such as having a teddy from home to provide comfort. Having his key worker available to provide support. Providing a quiet place where John can go
- John needs to develop self-control and awareness of the expectations for behaviour in social situations:
  - **support:** reinforce expected behaviours by reiterating expectations and praising children who are behaving appropriately
- John needs to improve control over his emotional reactions/be more appropriate for his age:
  - **support:** help John understand his emotions by labelling them, for example, talk to John about different feelings, use story books and role-play.

Basic care routines:

Getting dressed/undressed – strategies:

- demonstrating allows John to see how to zip his coat up. Encouragement and praise build John's confidence in dressing. Activities and equipment allow John to practice and develop skills in his own time:
  - promotes independence as John expresses his choices, makes decisions on what to wear to suit weather/activity
  - supports school transition by ensuring John can engage in the school day, such as, zipping/unzipping his coat at play times, getting dressed/undressed for PE, going to the toilet.

Mealtime – strategies:

- provide opportunities to allow John to practice using cutlery. Activities to support eating skills allow John to develop skills through play, making it fun and not stressful. Demonstrations show specific skills/techniques:
  - promotes independence as John can make decisions about food choices. He can become self-reliant in eating with little/no support – using cutlery
  - supports school transition by ensuring John can eat lunch, independently at school.

Toileting/washing routine – strategies:

- demonstrations allow John to see the steps of hand washing. Prompts allow John to wash his hands independently whilst providing reminders until he knows the steps. Remind John of going to the toilet helps reduce accidents. Equipment supports John in going to the toilet independently:
  - promotes independence through John's self-reliance and self-care skills (toileting, personal hygiene) in using and knowing when to go to the toilet and how to wash his hands
  - supports school transition by ensuring John can go to the toilet independently during the school day, and engage in activities that require hand washing, such as baking, having lunch, finger painting, pond dipping.



| <b>Task 3 – The planning cycle – Plan</b> |   |
|---|---|
| <b>Marks</b>                              | <b>Descriptors</b>  |
| <b>10–12</b>                              | <p><b>AO4 – Excellent</b> demonstration of vocational skills for the <b>creation</b> of a plan that is <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO4 – Excellent</b> demonstration of vocational skills for the <b>completion</b> of a plan that is <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO4 – Excellent</b> demonstration of vocational skills in the creation and completion of a plan that records and outlines the individualised care needs of John and support <b>relevant</b> to meet Johns holistic developmental needs that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the case study and task.</p>   |
| <b>7–9</b>                                | <p><b>AO4 – Good</b> demonstration of vocational skills for the <b>creation</b> of a plan that is <b>detailed</b>.</p> <p><b>AO4 – Good</b> demonstration of vocational skills for the <b>completion</b> of a plan that is <b>detailed</b>.</p> <p><b>AO4 – Good</b> demonstration of vocational skills in the creation and completion of a plan that records and outlines the individualised care needs of John and support <b>relevant</b> to meet Johns holistic developmental needs that is <b>detailed</b> and <b>mostly relevant</b> to the case study and task.</p>  |
| <b>4–6</b>                                | <p><b>AO4 – Reasonable</b> demonstration of vocational skills for the <b>creation</b> of a plan that has <b>some detail</b> although this may be <b>underdeveloped</b>.</p> <p><b>AO4 – Reasonable</b> demonstration of vocational skills for the <b>completion</b> of a plan that has <b>some detail</b> although this may be <b>underdeveloped</b>.</p> <p><b>AO4 – Reasonable</b> demonstration of vocational skills in the creation and completion of a care plan that records and outlines the individualised care needs of John and support <b>relevant</b> to meet Johns holistic developmental needs that has <b>some detail</b> although this may be <b>underdeveloped</b>. With <b>some relevance</b> to the case study and task.</p> |
| <b>1–3</b>                                | <p><b>AO4 – Limited</b> demonstration of vocational skills for the <b>creation</b> of a plan that has <b>minimal detail</b> and is <b>mostly superficial</b>.</p> <p><b>AO4 – Limited</b> demonstration of vocational skills for the <b>completion</b> of a plan that has <b>minimal detail</b> and is <b>mostly superficial</b>.</p> <p><b>AO4 – Limited</b> demonstration of vocational skills in the creation and completion of a care plan that records and outlines the individualised care needs of John and support <b>relevant</b> to meet Johns holistic developmental needs that has <b>minimal detail</b> and is <b>mostly superficial</b>. With <b>minimal relevance</b> to the case study and task.</p>                            |
| <b>0</b>                                  | No rewardable material.   |

## Indicative content

**AO4 – Learners will demonstrate the application of vocational skills with the creation and completion of a plan that considers and includes all relevant aspects of the planning cycle. The plan may include the following:**

The planning cycle:

- to identify the individual needs of the child:
  - physical
  - cognitive
  - communication and language
  - social and emotional
- identify support needs
- establish action planning
- develop partnership working
- refer to others.

Plan:

- agree and record what the child needs:
  - additional resources
  - specific activities
  - change in routine
  - referral to other professional
  - how practitioner will provide support or early intervention.

Basic care needs:

- basic care routines and play activities to support the child's development:
  - basic care routines
  - play activities
- identification and planning for the individual needs of John to include:
  - physical
  - cognitive
  - communication and language
  - social and emotional
- identify support needs needs of John
- record the needs of John to include:
  - additional resources
  - specific activities
  - change in routine
  - referral to other professional
  - how practitioner will provide support or early intervention
- any partnership working required with other practitioners
- strategies such as:
  - build positive supportive relationships:
    - share information between parent(s) and the setting
    - communicate effectively with parent(s), child and the setting
    - be sensitive to the child and family's needs

- organise a school visit/key worker home visit
- provide advice to parent(s) on how they can support their child
- adopt a child-centred approach to supporting the child:
  - the school finds out about the child's needs and interests
  - the school ensures they can meet the child's care needs
- provide experiences for the child to express feelings around starting nursery:
  - parent(s) role play starting school
  - parent(s) and child read books about starting school
  - parent(s) talking to the child about going to school
- partnership working
- health and safety.

DRAFT

| <b>Task 4 – Planning play activities</b>   |   |
|--|---|
| <b>Recommended time</b>  | <b>3 hours</b>  |
| <b>Content areas assessed</b>  | 1. Child development<br>3. Care routines and activities to support the child<br>5. Legislation, policies and procedures in the early years<br>6. Expectations of the early years practitioner |
| <b>Assessment objectives</b>   | AO1 = 4 marks<br>AO2 = 4 marks<br>AO3 = 4 marks<br>AO4 = 8 marks  |
| <p><b>You are required to:</b></p> <p>Create and produce an activity plan for <b>two</b> different types of play activities that the early years practitioner could do to promote one aspect of John's development.</p> <p>The activity plan should include:</p> <ul style="list-style-type: none"> <li>• description of the activities</li> <li>• timings</li> <li>• how each activity will support John's development</li> <li>• early years practitioners' role during the activity</li> <li>• resources required.</li> </ul> <p style="text-align: right;"><b>[20 marks]</b></p> |   |
| <b>Evidence</b>  | <ul style="list-style-type: none"> <li>• Activity plan:               <ul style="list-style-type: none"> <li>○ word processed or</li> <li>○ handwritten.</li> </ul> </li> </ul>               |

### Task 4 – Planning play activities

| Marks | Descriptors   |
|-------|---|
| 10–12 | <p><b>AO3 – Excellent</b> analysis and evaluation of how each activity will support John’s development that is <b>comprehensive</b> and <b>highly relevant</b>.</p> <p><b>AO2 – Excellent</b> application of knowledge and understanding of activities that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to John’s development.</p> <p><b>AO1 – Excellent</b> recall of knowledge and understanding of play activities and the role of the practitioner that is <b>comprehensive</b>.</p>  |
| 7–9   | <p><b>AO3 – Good</b> analysis and evaluation of how each activity will support John’s development that is <b>detailed</b> and <b>mostly relevant</b>.</p> <p><b>AO2 – Good</b> application of knowledge and understanding of activities that is <b>detailed</b> and <b>mostly relevant</b> to John’s development.</p> <p><b>AO1 – Good</b> recall of knowledge and understanding of play activities and the role of the practitioner that is <b>mostly detailed</b>.</p>  |
| 4–6   | <p><b>AO3 – Reasonable</b> analysis and evaluation of how each activity will support John’s development that has <b>some detail</b> and <b>some relevance</b>, though this may be <b>underdeveloped</b>.</p> <p><b>AO2 – Reasonable</b> application of knowledge and understanding of activities that has <b>some detail</b> although this may be underdeveloped. With <b>some relevance</b> to John’s development.</p> <p><b>AO1 – Reasonable</b> recall of knowledge and understanding of play activities and the role of the practitioner that has <b>some detail</b>.</p> |
| 1–3   | <p><b>AO3 – Limited</b> analysis and evaluation of how each activity will support John’s development.</p> <p><b>AO2 – Limited</b> application of knowledge and understanding of activities that have <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b> to John’s development.</p> <p><b>AO1 – Limited</b> recall of knowledge and understanding of play activities and the role of the practitioner that have <b>minimal detail</b>.</p>   |
| 0     | No rewardable material.   |

## Indicative content

**AO1 – Learners will recall knowledge and show understanding of activities and the role of the early years practitioner that may include the following:**

- physical play involves use of the child's fine or gross motor physical skills to develop:
  - balance and coordination
  - control of fine movements
  - new concepts
  - confidence
  - healthy wellbeing
- physical play comprises the use of:
  - climbing apparatus
  - beads
  - construction toys
  - clay
  - dough
  - balls
  - drawing
- creative play allows the child to explore and experiment using different media to develop:
  - new language
  - new concepts
  - confidence
  - problem solving
- creative play comprises the use of:
  - junk modelling
  - paint
  - clay
  - chalk
  - musical instruments
  - natural resources
- imaginative play uses imagination to create different scenarios to develop:
  - expression of feelings
  - control of fine motor skills
  - relationships
  - communication
- imaginative play comprises the use of:
  - dressing up clothes
  - dolls, small figures
  - role play areas
  - puppets
- sensory play stimulates the senses to develop:
  - expression of feelings
  - hand eye coordination
  - new concepts
  - concentration
- sensory play comprises the use of:
  - dough
  - scented dough
  - cornflour

- slime
- sand
- water
- shaving foam
- paint
- instruments.

The early years practitioner's role when supporting play activities:

- before:
  - complete risk assessment or safety sweep
  - consider how to meet children's individual needs and interests
  - complete planning documentation
  - identify outcomes for children
  - prepare resources and the environment
- during:
  - engage in open ended talk and discussion
  - provide praise and encouragement
  - focus on interacting to support activity outcomes
  - encourage socialisation and cooperation between children
  - facilitate practitioner or peers' support to encourage children to solve problems
  - listen to children's ideas
  - manage children's safety
  - promote independence
  - manage children's behaviour
  - adapt the activity, interaction, or resources to ensure inclusion of all
- after:
  - tidy up/clean the environment
  - pack away resources
  - think about the effectiveness of the activity in meeting outcomes
  - reflect on outcomes achieved by children.

**AO2 – Learners will apply knowledge and understanding of activities that support John's development to include the following:**

**Activity 1 – Area of development social and emotional.**

**Description of activity:**

A small group 4 year old children (4 to 5) sit in a circle on the floor.

The early years practitioner shows the children the different faces on the sides of the dice. They talk about the different feelings that the faces represent. They show the feeling on their own face and encourages the children to do the same (5 minutes).

The early years practitioner starts by rolling the dice and talking about when they felt that feeling (10 minutes).

The early years practitioner ensures all children take turns to roll the dice and talk about when they felt the emotion represented on the dice (for example, I felt sad when my friend did not share their toys with me).

The early years practitioner supports the children to name feelings and express themselves during the activity and provides encouragement and praise that reassures the children that it is normal to show these feelings.

If a child finds it difficult to talk about when they felt the emotion, they can role-play the feeling and situation.

If a child rolls a feeling that may be negative, such as anger or fear, the early years practitioner asks the group for a way that helped them feel better when they felt this feeling.

### **Resources:**

A square cardboard box dice (size of a square tissue box), with pictures of faces on each side of the dice (6 pictures in total). Each face shows different feelings such as, sad, happy, anger, fear, jealous, proud. An early years practitioner will lead and support the activity.

### **Activity 2 – Area of development social and emotional**

#### **Description of activity:**

A small group of 4 year old children (3 to 4) sit in a circle on the floor at the beginning of the day.

The early years practitioner tells the group how an 'act of kindness' is the opposite of an 'act of unkindness', because it makes another person feel good instead of feeling bad. The early years practitioner gives an example of this (2 minutes).

The early years practitioner asks the children in turn to describe one nice thing they did for someone else and how it made the person feel, and how it made them feel (5 minutes). The early years practitioner helps the children think of ways they could do an act of kindness today (1 minute).

The early years practitioner then asks the children to think of one 'act of kindness' they can do today for someone in the nursery (1 minute).

At the end of the day the group comes back together. The early years practitioner asks each child three questions about their 'act of kindness' (5 to 7 minutes):

- how did the act of kindness make you feel?
- how do you think the person receiving the kindness felt?
- how do you think you would feel if you had done 'an act of bullying' rather than 'an act of kindness'?

The early years practitioner ends the activity by pointing out that doing 'an act of kindness' makes both people feel good too.



The next day the early years practitioner provides children with a range of materials to produce pictures of their 'act of kindness'. These are displayed in the nursery (20 minutes).

**Resources:**

Paper, crayons, pens, scissors.

**AO3 The learner will analyse and evaluate how the planned activities will promote John's development and may include the following:**

**How activity 1 will support John**

The activity will support John's emotional development. John will recognise and name feelings helping him to express his feelings. This will help John, as he has found it difficult to show feelings or respond appropriately, such as when crying when he could not rebuild the tower quickly.

John will share situations that made him feel angry or scared and talking about what could help him in future situations, for example, when he left his mother in the morning.

Listening to children talk about their feelings will reassure John and help him understand that other children have the same feelings, and it is normal to feel fear, anger, sad.

The activity will support John's social development, as the activity is a group activity, which will help John develop his social interactions and social skills with other children, such as, taking turns, listening. The group activity will also support John's participation in other group activities, which he struggled to do, when not tidying up with the other children at the end of the day or sharing the jigsaw pieces.

**How the activity 2 will support John**

Being asked about how he would feel if John had done 'an act of unkindness' develops John's understanding of how his actions can make another person feel. This will develop his empathy, for example, understanding how the child felt when he snatched a jigsaw piece or did not share a tricycle.

Undertaking an act of kindness will support John's social development, as he will be showing kind behaviour to others, which will develop positive social interactions and social skills.

Undertaking an act of kindness will also support John's emotional development, as he will experience positive feelings and receive praise. This will reinforce John's future positive behaviour.

Producing a picture will reinforce John's behaviour, as it shows the behaviour is valued.

| Task 4 – Planning an activity – Activity plan |  |
|---|--|
| Marks   | Descriptors  |
| 7–8   | <p><b>AO4 – Excellent</b> demonstration of vocational skills for the <b>creation</b> of an activity plan that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the case study and task.</p> <p><b>AO4 – Excellent</b> demonstration of vocational skills for the <b>completion</b> of an activity plan that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the case study and task.</p>                            |
| 5–6   | <p><b>AO4 – Good</b> demonstration of vocational skills for the <b>creation</b> of an activity plan that is <b>detailed</b> and <b>mostly relevant</b> to the case study and task.</p> <p><b>AO4 – Good</b> demonstration of vocational skills for the <b>completion</b> of an activity plan that is <b>detailed</b> and <b>mostly relevant</b> to the case study and task.</p>  |
| 3–4   | <p><b>AO4 – Reasonable</b> demonstration of vocational skills for the <b>creation</b> of an activity plan that has <b>some detail</b> although this may be underdeveloped. With <b>some relevance</b> to the case study and task.</p> <p><b>AO4 – Reasonable</b> demonstration of vocational skills for the <b>completion</b> of an activity plan that has <b>some detail</b> although this may be <b>underdeveloped</b>. With <b>some relevance</b> to the case study and task.</p> |
| 1–2   | <p><b>AO4 – Limited</b> demonstration of vocational skills for the <b>creation</b> of an activity plan that has <b>minimal detail</b> and is <b>mostly superficial</b>. With <b>minimal relevance</b> to case study and task.</p> <p><b>AO4 – Limited</b> demonstration of vocational skills for the <b>completion</b> of an activity plan that has <b>minimal detail</b> and is <b>mostly superficial</b>. With <b>minimal relevance</b> to the case study and task.</p>            |
| 0   | No rewardable material.  |

### Indicative content

**AO4 – Learners will demonstrate the application of vocational skills with a plan that considers and includes all relevant aspects of planning for activities. The plan may include the following:**

- activities with timings (including breaks and travel where applicable) such as physical, creative, sensory and imaginative play
- how each activity will promote holistic development such as:
  - physical
  - cognitive
  - social and emotional
  - language and communication
- physical, cognitive, social and emotional and language and communication skills bring developed
- the childcare practitioners' role during the activity:
  - before
  - during and
  - after

- the resources required to carry out the activity
- health and safety.

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|   |   |
|---|---|
| <b>Task 5 – Health and safety procedures – Risk assessment</b>  |   |
| <b>Recommended time</b>   | <b>1 hour</b>   |
| <b>Content areas assessed</b>   | 5. Regulation, policies and procedures in the early years   |
| <b>Assessment objectives</b>  | AO1 = 4 marks<br>AO4 = 4 marks  |
| <p><b>You are required to:</b></p> <ul style="list-style-type: none"> <li>create a risk assessment template and using this template, complete a risk assessment for <b>one</b> of the activities in task 4.</li> </ul> <p style="text-align: right;"><b>[8 marks]</b></p> |   |
| <b>Evidence</b>   | <ul style="list-style-type: none"> <li>Completed risk assessment: <ul style="list-style-type: none"> <li>word processed or</li> <li>handwritten.</li> </ul> </li> </ul> |

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| Task 5 – Health and safety procedures – Risk assessment |  |
|---|--|
| Marks   | Descriptors  |
| 7–8   | <p><b>AO4 – Excellent</b> demonstration of vocational skills for the <b>creation and completion</b> of a risk assessment template that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the activity.</p> <p><b>AO1 – Excellent</b> recall of knowledge and understanding of the elements of a risk assessment that is <b>comprehensive</b>.</p>         |
| 5–6   | <p><b>AO4 – Good</b> demonstration of vocational skills for the <b>creation and completion</b> of a risk assessment that is <b>detailed</b> and <b>mostly relevant</b> to the activity.</p> <p><b>AO1 – Good</b> recall of knowledge and understanding of the elements of a risk assessment that is <b>mostly detailed</b>.</p>  |
| 3–4   | <p><b>AO4 – Reasonable</b> demonstration of vocational skills for the <b>creation and completion</b> of a risk assessment that has <b>some detail</b> although this may be <b>underdeveloped</b>. With <b>some relevance</b> to the activity.</p> <p><b>AO1 – Reasonable</b> recall of knowledge and understanding of the elements of a risk assessment that has <b>some detail</b>.</p> |
| 1–2   | <p><b>AO4 – Limited</b> demonstration of vocational skills for the <b>creation and completion</b> of a risk assessment that has <b>minimal detail</b> and is <b>mostly superficial</b>. With <b>minimal relevance</b> to the activity.</p> <p><b>AO1 – Limited</b> recall of knowledge and understanding of the elements of a risk assessment that has <b>minimal detail</b>.</p>        |
| 0   | No rewardable material.  |

### Indicative content

**AO1 – Learners will recall knowledge and show understanding of the elements of a risk assessment that may include the following:**

- the hazards identified
- who might be harmed and how
- what is already being done to control the risks
- what further action is needed to take to control the risks
- who needs to carry out the action
- when the action is needed to be completed by.

Hazards:

- trip hazards (for example, cables, carpets/rugs)
- staff not having the required training for a task/activity
- broken equipment
- unclean equipment
- manual handling
- stress.

Risks:

- falls
- electrical shocks or burns
- bruising and fractures
- back pain.

Who might be harmed:

- early years practitioner
- participant/John
- volunteers.

Action to be carried out:

- appropriate signage and communication
- training for staff on specific activities
- qualified first aider available
- first aid kit available
- appropriate staff-participant ratio
- checks on all equipment prior to use.

**AO4 – Learners will demonstrate the application of vocational skills with the creation and completion of a risk assessment template that considers and includes all relevant elements of assessing risk.**

The risk assessment template that is created and completed will record and detail the following:

- the hazards identified
- who might be harmed and how
- what is already being done to control the risks
- what further action is needed to take to control the risks
- who needs to carry out the action
- when the action needs to be completed by.

**Example for activity 2 – risk assessment: The below will be included in a suitable risk assessment template created by the learner.**

Identified hazard:

- a child may find being expected to do an act of kindness stressful; they may become anxious (mental hazard).

Assess the risk:

- who is likely to be harmed:
  - the children
- how likely it is that the hazard could cause harm:
  - low
- the degree of harm that could be caused:

- medium.

What action is already taken to reduce the risk?

- Early years practitioners reinforce to children that they do not have to do anything they feel uncomfortable doing and are not permitted to coerce children to undertake activities.
- Early years practitioners respond with sensitivity and offer support to children if they become distressed.

Take action:

- who will carry out what action?
  - the early years practitioner undertaking the activity
- what action will be taken to eliminate the hazard or reduce the risk?
  - only children it is felt can cope with the demands of the activity will be selected
  - the early years practitioner will ask each child's key worker if they are suitable
  - the early years practitioner will ask these children if they would like to take part in the activity
  - the early years practitioner will explain to the children that it's okay if they are unable to contribute to the activity
- when does the action need to be completed by?
  - before the morning of the activity.

|  |  |
|--|--|
| <b>Task 6 – Evaluation of planning</b>   |  |
| <b>Recommended time:</b>   | <b>1 hour</b>  |
| <b>Content areas assessed:</b>   | 9. The purpose of planning in the early years  |
| <b>Assessment objectives:</b>  | AO5 = 8 marks  |
| <p><b>You are required to:</b></p> <p>Complete an evaluation of the plan you created in task 3. Your evaluation should include:</p> <ul style="list-style-type: none"> <li>• how well your plan <b>records</b> and <b>outlines</b> the individualised care needs of John and supports his holistic development</li> <li>• how well your plan <b>meets</b> John’s care needs and supports his holistic development</li> <li>• examples of how your plan could be <b>improved</b>.</li> </ul> <p style="text-align: right;"><b>[8 marks]</b></p> |  |
| <b>Evidence</b>  | <ul style="list-style-type: none"> <li>• An evaluation: <ul style="list-style-type: none"> <li>○ word processed or</li> <li>○ hand-written.</li> </ul> </li> </ul> |



| Task 6 – Evaluation of your plan |   |
|----------------------------------|---|
| Marks                            | Descriptors   |
| 7–8                              | <p><b>A05 - Excellent</b> analysis and evaluation of how well their care plan <b>records</b> and <b>outlines</b> the individualised care needs of John that is <b>comprehensive</b> and <b>highly detailed</b>, supported by <b>highly relevant</b> examples what could be improved.</p> <p><b>A05 - Excellent</b> analysis and evaluation of how well their plan meets John’s care needs and supports his holistic development that is <b>comprehensive</b> and <b>highly detailed</b>, supported by <b>highly relevant</b> examples of what could be improved.</p>  |
| 5–6                              | <p><b>A05 - Good</b> analysis and evaluation of how well their care plan <b>records</b> and <b>outlines</b> the individualised care needs of John that is <b>mostly detailed</b>, supported by <b>mostly relevant</b> examples of what could be improved.</p> <p><b>A05 - Good</b> analysis and evaluation of how well their plan meets John’s care needs and supports his holistic development that is <b>mostly detailed</b>, supported by <b>mostly relevant</b> examples of what could be improved.</p>   |
| 3–4                              | <p><b>A05 - Reasonable</b> analysis and evaluation of how well their care plan <b>records</b> and <b>outlines</b> the individualised care needs of John that has <b>some detail</b>, supported by examples that have <b>some relevance</b> of what could be improved.</p> <p><b>A05 - Reasonable</b> analysis and evaluation of how well their plan meets John’s care needs and supports his holistic development that has <b>some detail</b>, supported by examples that have <b>some relevance</b> of what could be improved.</p>                                   |
| 1–2                              | <p><b>A05 - Limited</b> analysis and evaluation of how well their care plan <b>records</b> and <b>outlines</b> the individualised care needs of John that have <b>minimal detail</b>, supported by examples that have <b>minimal</b> or <b>no relevance</b> of what could be improved.</p> <p><b>A05 - Limited</b> analysis and evaluation of how well their plan meets John’s care needs and supports his holistic development that have <b>minimal detail</b>, supported by examples that have <b>minimal</b> or <b>no relevance</b> of what could be improved.</p> |
| 0                                | No rewardable material  |

**A05 – A learner will analyse and evaluate their own care plan to include how well their care plan records and outlines the below:**

- the child’s holistic growth and development
- where a child may need support or early intervention
- basic care needs
- basic care routines and play activities to support the child’s development:
  - basic care routines
  - play activities
- identification and planning for the individual needs of John to include:
  - physical
  - cognitive
  - communication and language
  - social and emotional
- identifies support needs needs of John
- records the needs of John to include:
  - additional resources

- specific activities
- change in routine
- referral to other professional
- how practitioner will provide support or early intervention
- any partnership working required with other practitioners
- strategies such as:
  - build positive supportive relationships:
    - share information between parent(s) and the setting
    - communicate effectively with parent(s), child and the setting
    - be sensitive to the child and family's needs
    - organise a school visit/key worker home visit
    - provide advice to parent(s) on how they can support their child
  - adopt a child-centred approach to supporting the child:
    - the school finds out about the child's needs and interests
    - the school ensures they can meet the child's care needs
  - provide experiences for the child to express feelings around starting nursery:
    - parent(s) role play starting school:
      - parent(s) and child read books about starting school
      - parent(s) talking to the child about going to school.
- health and safety.

**AO5 – A learner will analyse and evaluate how well their plan meets John's basic care needs, and supports his holistic development, which may include the following:**

Basic care needs:

- basic needs:
  - food and drink
  - fresh air
  - rest and sleep
  - exercise
  - emotional safety
- psychological needs:
  - belonging
  - affection
  - sense of achievement
  - valued
  - emotional boundaries
- basic care routines:
  - getting dressed/undressed
  - mealtimes
  - toileting/washing routine.

Basic care routines and play activities to support the child's development:

- basic care routines
- play activities.

Individual needs of John to include:

- physical
- cognitive
- communication and language
- social and emotional.

The needs of John to include:

- additional resources
- specific activities
- change in routine
- referral to other professional
- how practitioner will provide support or early intervention.

Strategies such as:

- build positive supportive relationships:
- share information between parent(s) and the setting
- communicate effectively with parent(s), child and the setting
- be sensitive to the child and family's needs
- organise a school visit/key worker home visit
- provide advice to parent(s) on how they can support their child
- health and safety.

**This is the end of the non-exam assessment.**

## Mark scheme

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total marks for each question.

## Marking guidelines

### *General guidelines*

You must apply the following marking guidelines to all marking undertaken. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently, do not change your approach to marking once you have been standardised.
- Reward learners positively, giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- If you are in any doubt about the application of the mark scheme, you must consult with your centres internal quality assurer.

### *Guidelines for using extended response marking grids*

Extended response mark grids have been designed to assess learners' work holistically. They consist of levels-based descriptors and indicative content.

#### *Levels-based descriptors.*

Each level is made up of several descriptors for across the AO range – AO1 to AO5, which when combined provide the quality of response that a learner needs to demonstrate. Each level-based descriptor is worth varying marks.

The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

Indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Learners must be credited for any other appropriate response.

### ***Application of extended response marking grids***

When determining a level, you should use a bottom-up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors.

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