



Sample Assessment Materials (SAMs) (unitised)

**NCFE CACHE Level 3 Technical Occupational Entry in
Supporting Teaching and Learning (Diploma)
QN: 610/4000/9**

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STL3C1: Schools and colleges as organisations (A/651/1021)

Task 1: Chart (LO1: AC1.2, AC1.3)

To help parents get a clear idea of the curriculum and education provision; in your Home Nation, produce a chart that includes early years provision, key stages 1, 2, 3 and 4 and post-16 options.

Include detailed information about the following: (AC1.2, AC1.3)

- types of provision, for example: nursery, academy, private (AC1.1)
- curriculum overview for each key stage
- formative and summative assessments carried out at each stage against set benchmarks.

Submission: chart

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the structure of education from early years to post-compulsory education	1.1 Summarise types of early years provision
	1.2 Identify key stages of the national curriculum
	1.3 Explain post-16 options for young people and adults

Task 2: Fact sheet (LO2)

Your senior management team have recently reviewed parent partnerships and concluded parents and carers need more information on the way schools are managed, along with external professionals who may be involved in their child's welfare and education.

Produce a fact sheet that explains the roles of the following: (AC2.1)

- governors
- senior management team
- other statutory roles, for example, special educational needs coordinator (SENCo)
- teachers / tutors
- support staff roles.

Also include in your fact sheet a list of external professionals, with a brief outline of their role in relation to the education and welfare of children and young people. (AC2.2)

Submission: fact sheet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand how schools and colleges are organised in terms of roles and responsibilities	2.1 Explain the role held by: <ul style="list-style-type: none"> • governors • senior management team • other statutory roles, for example, special educational needs co-ordinator (SENCo) • teachers / tutors • support staff roles
	2.2 Identify external professionals who may work in education

Task 3: List, question and answer session and presentation (LO3) (LO5)

You have been asked to mentor a newly appointed teaching assistant (TA). As part of the induction process, the policies and procedures must be read.

Produce a list of the policies and procedures the new TA must read that relate to the following: (AC5.1)

- staff
- pupil welfare
- teaching and learning
- equality, diversity and inclusion
- health, safety and security.

To support your new colleague, prepare for a question and answer session based on the content of these policies and procedures, their importance and how they contribute to quality in education. (AC5.2)

To further support your new colleague, produce a short slide show on effective teamwork and communication, considering key characteristics of teamwork and the various communication methods you can use to meet the needs of different audiences. (AC3.1, AC3.2)

Submission: list, question and answer session preparation notes and presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand teamwork in schools and colleges	3.1 List characteristics of effective teamwork
	3.2 Explain the role of communication in establishing professional relationships for effective teamwork
5. Understand the purpose of policies and procedures in education	5.1 Identify the policies and procedures schools and colleges have relating to: <ul style="list-style-type: none"> • staff • pupil welfare • teaching and learning • equality, diversity and inclusion • health, safety and security
	5.2 Explain how policies and procedures contribute to quality in education

Task 4: Display board (LO4)

You have been asked to create a display board for the staff room. The brief is to capture how equality, diversity and inclusion can be promoted in line with the ethos, mission, aims and values of the education setting and how all staff can embed these into their working practices. (AC4.1, AC4.2, AC4.3)

Submission: display board

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
	4.1 Identify ethos, mission, aims and values of an educational setting

Learning outcomes (LOs)	Assessment criteria (AC)
The learner will:	The learner can:
4. Understand educational ethos, mission, aims and values	4.2 Explain how the ethos, mission, aims and values of an educational setting may be reflected in working practices
	4.3 Explain how equality, diversity and inclusion can be promoted within an educational setting

STL3C2: Support health and safety in a learning environment (J/651/1025)

Task 1: Chart (LO1)

Create an information chart to show knowledge of the key health and safety legislation relative to schools and colleges.

Follow the structure below:

- column one should include the name of the legislation and a brief outline of the requirement of this (AC1.1)
- column two should include how you can plan to meet these requirements within your learning environments, both indoors and outdoors (AC1.2)
- column three should include how your school would monitor and maintain health and safety in relation to the legislation. (AC1.3)

Submission: chart

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to plan and provide environments that support children and young people's health and safety	1.1 Identify legislation in relation to health and safety in a learning environment
	1.2 Describe the factors to take into account when planning healthy and safe indoor and outdoor environments
	1.3 Explain how health and safety is monitored and maintained in the learning environment

Task 2: Risk assessment (LO2) (LO3)

Complete a detailed risk assessment for your main indoor and outdoor learning environments (those you work in the most or choose two specific areas if you support in multiple areas). (AC2.1)

From your risk assessments, reflect and record your thoughts on the following points:

- how and why you support the children and young people to assess and manage these risks for themselves? (AC3.1)
- how and why you ensure you are taking a balanced approach and not being too risk adverse? (AC3.2)
- what you might do to ensure you are still allowing children and young people to make choices for themselves, whilst still staying safe. (AC3.3)

Submission: risk assessment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand how to recognise and manage risks to health, safety and security in a learning environment or during off-site visits	2.1 Give examples of potential risks and hazards in a learning environment
3. Understand how to support children and young people to assess and manage risk for themselves	3.1 Explain why it is important to take a balanced approach to risk management
	3.2 Explain the dilemma between the rights and choices of children and young people, and health and safety requirements
	3.3 Give examples of ways to support children and young people to assess and manage risk in a learning environment

Task 3(a): Flowcharts (LO4)

Staff have agreed they would like some quick-read guidance on the policies and procedures in relation to accidents, incidents, emergencies and illnesses.

Produce a detailed flowchart to explain the response needed for each of the following, including how to record each event and who you need to report the event to: (AC4.1, AC4.2)

- accidents
- incidents
- emergencies
- illness.

Submission: flowchart

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand appropriate responses to accidents, incidents, emergencies and illness in the learning environment and during off-site visits	4.1 Explain the policies and procedures of the learning environment in response to accidents, incidents, emergencies and illness
	4.2 Explain the correct procedures for recording and reporting accidents, incidents, injuries, signs of illness and other emergencies

Task 3(b): Poster (LO5)

The first aid room has been renovated and new posters are required for the room.

Create a poster about the administration of medications, including information on the receipt, record keeping and consent, storage, administration and the roles and responsibilities of staff in relation to administration of medication. (AC5.1, AC5.2)

Submission: poster

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand own role in assisting in the administration of medication	5.1 Outline the organisational policies and procedures for the management of the administration of medication
	5.2 Describe own responsibilities and accountabilities in relation to the administration of medication

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STL3C3: Understand how to safeguard children and young people (H/651/1033)

Task 1: Handbook (LO1) (LO2) (LO3) (LO4)

To support recent safeguarding training, you have been asked to put a staff handbook together explaining current legislation, guidelines and policies and procedures and how these relate to practice.

Include the following, with an outline of what each legislation is and supporting information:

- Children's Act 1989 and 2004 (AC1.1, AC2.1, AC4.1, AC4.6)
 - why we need to safeguard children and young people
 - what is meant by child protection within the wider context of safeguarding
 - information on Victoria Climbié and the Lord Laming report, which resulted in the amended 2004 version
- keeping children safe in education (AC1.1, AC3.1, AC4.2, AC4.3)
 - why we need to ensure children and young people are protected from harm within the learning environment
 - different types of abuse and bullying and the signs, symptoms, indicators and behaviours that may cause concern
- working together to safeguard children (AC1.1, AC2.2, AC2.3, AC2.4)
 - the impact of a child and young person-centred approach
 - what is meant by partnership working in the context of safeguarding
 - the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
- United Nations Convention on the Rights of the Child 1989 (articles 3, 6, 9, 12, 19) and the Human Rights Act 1998 (articles 1, 2, 8, 9, 10, 11, 12) (AC1.1, AC4.5)
 - the rights of children, young people and their carers in situations where harm or abuse is suspected or alleged
- own school's safeguarding policies and procedures (AC1.1, AC3.2, AC3.3, AC3.4, AC4.4)
 - actions to take if a child or young person alleges harm or abuse
 - lone working and allegation policies and procedures relating to school site and off-site activities
 - e-safety policy to include knowledge of the risks and consequences of being online and using social media and how to reduce these risks.

Submission: handbook

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand legislation, guidelines, policies and procedures for safeguarding children and young people	1.1 Outline current legislation, guidelines, policies and procedures within Home Nations affecting the safeguarding of children and young people
2. Understand how to work in partnership with other organisations to safeguard children and young people	2.1 Explain the need to safeguard children and young people
	2.2 Explain the impact of a child- or young person-centred approach
	2.3 Explain what is meant by partnership working in the context of safeguarding
	2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed
3. Understand the need to ensure children and young people's safety and protection in the learning environment	3.1 Explain why we need to ensure children and young people are protected from harm within the learning environment
	3.2 Identify the risks and possible consequences for children and young people of being online and using digital mobile devices
	3.3 Describe ways of reducing risk to children and young people from: <ul style="list-style-type: none"> • social networking • internet use
	3.4 Explain how support staff can take steps to protect themselves within their everyday practice in the learning environment and during off-site activities
4. Understand how to respond to evidence or concerns that a child or young person has been abused or harmed	4.1 Explain child protection within the wider context of safeguarding children and young people
	4.2 Identify different types of abuse and bullying
	4.3 Outline the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding
	4.4 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting
	4.5 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged
	4.6 Explain how serious case reviews inform practice

Task 2: Report (LO5)

Scenario

Ajay is in Year 5 and has recently started to show behaviour changes in school. He used to be outgoing, have lots of friends and was confident about answering questions in class. Lately, he has become withdrawn from his peers, quiet, and never contributes to class discussions. During a lesson this week, Ajay was asked a question by the class tutor. Ajay became angry, shouting, 'I don't know, I'm just stupid' and then kicked the table away from himself.

Considering Ajay's behaviour, explain the following:

- What concerns do you have about Ajay's wellbeing, and why?
- What signs would you consider to be a 'indicator' of potential mental health issues? (AC5.3)
- What is your role and responsibility in relation to recognising and responding, through recording and reporting, to these concerns in line with your school's policy? (AC5.2)

- 1 • How could you support Ajay to rebuild his self-confidence and self-esteem? (AC5.1)
- 2 • What strategies could you use to support the whole class to understand the importance of emotional
- 3 resilience and mental wellbeing and why it is important? (AC5.4)

4 **Submission:** report

5 **Delivery and assessment guidance:**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Understand how to work with children and young people to support their wellbeing	5.1 Describe ways support staff can work with children and young people to build self-confidence and self-esteem
	5.2 Describe the role of support staff in recognising the signs of mental health concerns in children and young people
	5.3 Identify the signs of possible mental health concerns in children and young people
	5.4 Explain the need to work with children and young people to enable them to develop emotional resilience and mental wellbeing

STL3C4: Develop professional relationships with children, young people and adults (R/651/1038)

Task 1: Assignment (LO1) (LO2) (LO4: AC4.3) (LO7: AC7.1, AC7.2)

Produce an assignment explaining and demonstrating your knowledge against the following criteria:

- explain why effective communication is beneficial in developing positive relationships with children, young people and adults (AC1.1)
- explain how different social, professional and cultural backgrounds may affect relationships and the way people communicate (AC1.2)
- describe ways the practitioner can build and maintain professional relationships with children, young people and adults (AC1.3)
- explain how barriers to professional relationships can be overcome (AC1.4)
- summarise the main points of legislation and procedures covering confidentiality, data protection and disclosure of information (AC2.1)
- explain the need to reassure children, young people and adults of the confidentiality of shared information and the limits of this (AC2.2)
- discuss situations when confidentiality protocols must be breached (AC2.3)
- explain learners' use of home language and local accents and dialects in a manner which values cultural diversity and reinforces positive self-images (AC4.3)
- explain what is meant by inclusive practices (AC7.1)
- identify barriers to children and young people's participation. (AC7.2)

Submission: assignment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of developing positive relationships with children, young people and adults	1.1 Explain why effective communication is beneficial in developing positive relationships with children, young people and adults
	1.2 Explain how different social, professional and cultural backgrounds may affect relationships and the way people communicate
	1.3 Describe ways the practitioner can build and maintain professional relationships with children, young people and adults
	1.4 Explain how barriers to professional relationships can be overcome
2. Understand legislation, policies and procedures for confidentiality and sharing information, including data protection	2.1 Summarise the main points of legislation and procedures covering confidentiality, data protection and the disclosure of information
	2.2 Explain the need to reassure children, young people and adults of the confidentiality of shared information and the limits of this
	2.3 Discuss situations when confidentiality protocols must be breached
4. Be able to communicate with children and young people	4.3 Explain learners' use of home language and local accents and dialects in a manner that values cultural diversity and reinforces positive self-images
7. Be able to support inclusion and inclusive practices in work with children and young people	7.1 Explain what is meant by inclusion and inclusive practices
	7.2 Identify barriers to children and young people's participation

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3 **Task 2: Observation (LO3) (LO4: AC4.1, AC4.2) (LO5) (LO6) (LO7: AC7.3)**

4 Plan and prepare to be observed in practice delivering an activity to a small group of children. Your focus
5 for this unit is professional relationships and communication.

6

7 You must be observed doing the following:

- 8 • showing how you establish rapport and respectful, trusting relationships with children and young
9 people (AC3.1)
- 10 • showing how you support children and young people in making choices for themselves (AC3.2)
- 11 • giving attention to individual children and young people in a way that is fair to them and the group as
12 a whole (AC3.3)
- 13 • using different forms of communication to meet the needs of children and young people (AC4.1)
- 14 • demonstrating how to adapt communication with children and young people for: (AC4.2)
 - 15 ○ the age and stage of development of the child or young person
 - 16 ○ the context of the communication
 - 17 ○ communication differences
- 18 • demonstrating how to establish rapport and professional relationships with adults using techniques
19 to promote mutual trust and understanding (AC5.1)
- 20 • demonstrating how to adapt communication with adults for: (AC5.2)
 - 21 ○ cultural and social differences
 - 22 ○ the context of the communication
 - 23 ○ communication differences
- 24 • using ways of helping children and young people to understand the value of positive relationships
25 with others (AC6.1)

- showing how to be an effective role model in own relationships with children and young people (AC6.2)
- demonstrating ways of encouraging and supporting children and young people to: (AC6.3)
 - understand and respect other people's individuality
 - deal with conflict for themselves
 - respect the feelings and points of view of others
- demonstrating ways of supporting inclusion and inclusive practices in own work with children and young people. (AC7.3)

Submission: observation record

Delivery and assessment guidance:

Provide a copy of this sheet to your assessor.

Note to assessor / expert witness

State in detail what you have observed the learner complete from the following competencies. Include in detail what was observed, and avoid a rewrite of the criteria itself.

If any of these have not been observed, state 'not observed'.

Assessment criteria (AC)	Refer to the learner by name and state which tasks they have carried out to meet the competencies
Show how to establish rapport and respectful, trusting relationships with children and young people (AC3.1)	
Show how to support children and young people in making choices for themselves (AC3.2)	
Give attention to individual children and young people in a way that is fair to them and the group as a whole (AC3.3)	
Use different forms of communication to meet the needs of children and young people (AC4.1)	
Demonstrate how to adapt communication with children and young people for: (AC4.2) <ul style="list-style-type: none"> • the age and stage of development of the child or young person • the context of the communication • communication differences 	
Demonstrate how to establish rapport and professional relationships with adults using techniques to promote mutual trust and understanding (AC5.1)	
Demonstrate how to adapt communication with adults for: (AC5.2) <ul style="list-style-type: none"> • cultural and social differences • the context of the communication • communication differences 	
Use ways of helping children and young people to understand the value of positive relationships with others (AC6.1)	

Show how to be an effective role model in own relationships with children and young people (AC6.2)	
Demonstrate ways of encouraging and supporting children and young people to: (AC6.3) <ul style="list-style-type: none"> • understand and respect other people's individuality • deal with conflict for themselves • respect the feelings and points of view of others 	
Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people (AC7.3)	

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Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to develop professional relationships with children and young people	3.1 Show how to establish rapport and respectful, trusting relationships with children and young people
	3.2 Show how to support children and young people in making choices for themselves
	3.3 Give attention to individual children and young people in a way that is fair to them and the group as a whole
4. Be able to communicate with children and young people	4.1 Use different forms of communication to meet the needs of children and young people
	4.2 Demonstrate how to adapt communication with children and young people for: <ul style="list-style-type: none"> the age and stage of development of the child or young person the context of the communication communication differences
5. Be able to develop professional relationships with adults	5.1 Demonstrate how to establish rapport and professional relationships with adults using techniques to promote mutual trust and understanding
	5.2 Demonstrate how to adapt communication with adults for: <ul style="list-style-type: none"> cultural and social differences the context of the communication communication differences
6. Be able to support children and young people in developing relationships	6.1 Use ways of helping children and young people to understand the value of positive relationships with others
	6.2 Show how to be an effective role model in own relationships with children and young people
	6.3 Demonstrate ways of encouraging and supporting children and young people to: <ul style="list-style-type: none"> understand and respect other people's individuality deal with conflict for themselves respect the feelings and points of view of others
7. Be able to support inclusion and inclusive practices in work with children and young people	7.3 Demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people

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STL3C5: Understand how children and young people develop (H/651/1042)

Task 1: Chart (LO1)

Produce a chart that showcases children's holistic development from birth to 19 years.

Your chart must include the areas of development listed below: (AC1.1)

- physical development
- cognitive development
- social development
- emotional development.

Submission: chart

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the expected pattern of development for children and young people from birth to 19 years	1.1 Describe milestones in children's holistic development from birth to 19 years

Task 2: Presentation (LO2)

Prepare a presentation that explains how children's development can be influenced by a range of biological and external factors. (AC2.1, AC2.2)

As part of the presentation, explain how theories of development and educational frameworks influence current practice. (AC2.3)

Submission: presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand the factors that influence children and young people's development and how these affect practice	2.1 Explain how children and young people's development is influenced by a range of biological factors
	2.2 Explain how children and young people's development is influenced by a range of external factors
	2.3 Explain how theories of development and educational frameworks influence current practice

Task 3: Leaflet (LO3)

Create a leaflet explaining the different methods used when monitoring children's development. (AC3.1)

Additionally, within your leaflet, you will be expected to provide an overview of how professionals and different types of intervention can promote positive outcomes for children and young people where development is not following the expected pattern. (AC3.2)

Submission: leaflet

1 **Delivery and assessment guidance:**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern	3.1 Explain how to monitor children and young people's development using different methods
	3.2 Identify how other professionals and different types of interventions can promote positive outcomes for children and young people where development is not following the expected pattern

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STL3C6: Support positive behaviour in children and young people (M/651/1046)

Task 1: Discussion prompts (LO1) (LO2: AC2.1, AC2.2) (LO3: AC3.4)

Your head of centre has asked all year groups to hold a discussion on how to support positive behaviour and manage behaviour that challenges during staff training day. To ensure the discussions follow a similar approach, you have been tasked with writing prompt questions that each year group can use to form the discussion.

Write questions to prompt the discussion that can help to establish the following:

- the knowledge staff have of the school's policies and procedures in relation to supporting positive behaviour (AC1.1)
- what staff deem as effective practice in relation to behaviour management (AC1.2)
- what strategies staff use for promoting positive behaviour according to the policies and procedures of the setting (AC2.2)
- staff knowledge of the referral and review process for behaviour that challenges. (AC3.4)

As part of the discussion, write questions that review expectations in relation to behaviour when working with others. (AC2.1)

Write down model answers for each of your prompt questions as a guide for what all staff need to know or consider for best practice.

Submission: discussion prompts and example responses

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand policies and procedures for promoting children and young people's positive behaviour in a learning environment	1.1 Summarise policies and procedures relevant to promoting children and young people's positive behaviour
	1.2 Explain effective practice in relation to behaviour management
2. Be able to promote positive behaviour	2.1 Review expectations in relation to behaviour when working with others
	2.2 Explain strategies for promoting positive behaviour according to the policies and procedures of the setting
3. Be able to manage behaviour that challenges in a learning environment	3.4 Explain referral processes in line with policies and procedures for behaviour that challenges

Task 2: Reflective account (LO2: AC2.3) (LO3: AC3.1, AC3.2, AC3.3)

Write a reflective account to describe how you promote positive behaviour effectively and manage behaviour that challenges (in accordance with setting, policies and procedures) through daily practice. (AC3.2)

You should include examples of how you:

- effectively modelled behaviour to set standards of the behaviour expected of children, young people and adults within the learning environment (AC2.3)

- 1 • demonstrated strategies to minimise disruption in a teaching and learning environment (AC3.1)
- 2 • provided support for colleagues in relation to behaviour that challenges. (AC3.3)

3 **Submission:** reflective account

4 **Delivery and assessment guidance:**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Be able to promote positive behaviour	2.3 Use effective role model behaviour for the standards of behaviour expected of children, young people and adults within the learning environment
3. Be able to manage behaviour that challenges in a learning environment	3.1 Demonstrate strategies to minimise disruption in a teaching and learning environment
	3.2 Use policies and procedures to manage behaviour that challenges
	3.3 Provide support for colleagues in relation to behaviour that challenges

5

6

STL3C7: Support children and young people during learning activities (H/651/1051)

Task 1: Activity plan and observation (LO2) (LO3: AC3.1, AC3.2, AC3.3, AC3.5) (LO4) (LO5: AC5.2)

You will be observed by your assessor on your ability to support children and young people during learning activities. Create an activity plan in preparation for the activity.

You will then be observed against the following criteria:

- select and prepare the resources required for the planned learning activities (AC2.1)
- explain the objectives, content and intended learning outcomes of learning activities (AC2.2)
- develop and adapt resources to meet the needs of learners (AC2.3)
- select and demonstrate learning support strategies to meet the needs of learners (AC3.1)
- show how to work in partnership with others to support learning activities (AC3.2)
- show how to support the inclusion of all learners involved in the learning activities (AC3.3)
- show how to support learning in indoor and outdoor environments (AC3.5)
- assess learner development, participation and progress (AC4.1)
- use required methods and materials to record observations and feedback to others on learners' development, participation and progress (AC4.2)
- use the outcomes of observations and assessments to: (AC5.2)
 - provide feedback to learners on their progress
 - provide the tutor with constructive feedback on the learning activities.

Submission: activity plan and observation record

Delivery and assessment guidance:

Provide a copy of this sheet to your assessor.

Note to assessor / expert witness

State in detail what you have observed the learner complete from the following competencies. Include in detail what was observed, and avoid a rewrite of the criteria itself.

If any of these have not been observed, state 'not observed'.

Assessment criteria (AC)	Refer to the learner by name and state which tasks they have carried out to meet the competencies
Select and prepare the resources required for the planned learning activities (AC2.1)	
Explain the objectives, content and intended learning outcomes of learning activities (AC2.2)	
Develop and adapt resources to meet the needs of learners (AC2.3)	
Select and demonstrate learning support strategies to meet the needs of learners (AC3.1)	
Show how to work in partnership with others to support learning activities (AC3.2)	
Show how to support the inclusion of all learners involved in the learning activities (AC3.3)	

Show how to support learning in indoor and outdoor environments (AC3.5)	
Assess learner development, participation and progress (AC4.1)	
Use required methods and materials to record observations and feedback to others on learners' development, participation and progress (AC4.2)	
Use the outcomes of observations and assessments to: (AC5.2) <ul style="list-style-type: none"> provide feedback to learners on their progress provide the teacher with constructive feedback on the learning activities 	

1

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Be able to prepare for learning activities	2.1 Select and prepare the resources required for the planned learning activities
	2.2 Explain the objectives, content and intended outcomes of learning activities
	2.3 Develop and adapt resources to meet the needs of learners
3. Be able to support learning activities	3.1 Select and demonstrate learning support strategies to meet the needs of learners
	3.2 Show how to work in partnership with others to support learning activities
	3.3 Show how to support the inclusion of all learners involved in learning activities
	3.5 Show how to support learning in different environments: <ul style="list-style-type: none"> indoor outdoor
4. Be able to observe and report on learner participation and progress	4.1 Assess learner development, participation and progress
	4.2 Use required methods and materials to record observations and feedback to others on learner development, participation and progress
5. Be able to contribute to the evaluation of learning activities	5.2 Use the outcomes of observations and assessments to: <ul style="list-style-type: none"> provide feedback to learners on their progress provide the teacher / tutor with constructive feedback on the learning activities

2 Task 2: Professional discussion (LO1) (LO3: AC3.4)

- Plan and prepare for a professional discussion with your assessor, focusing on the following:
- explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning (AC1.1)
 - use knowledge of children and young people to contribute to planning and offer constructive suggestions for your own role (AC1.2)
 - explain barriers when supporting learning activities and how to overcome these. (AC3.4)

Submission: preparation notes and assessor record

Delivery and assessment guidance:

Provide a copy of this sheet to your assessor who you have had the professional discussion with.

1 **Note to assessor / expert witness**

2 **State in detail what was said by the learner that shows their understanding of the following**
3 **assessment criteria (AC).**

4 **If any of these have not been evidenced, state 'not evidenced'.**

5

Assessment criteria (AC)	Refer to the learner by name and state in detail what was said by the learner that shows their understanding
Explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning (AC1.1)	
Use knowledge of children and young people to contribute to planning and offer constructive suggestions for your own role (AC1.2)	
Explain barriers when supporting learning activities and how to overcome these (AC3.4)	

6

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to contribute to planning learning activities	1.1 Explain how support staff may contribute to the planning, delivery and review of learning activities to support teaching and learning 1.2 Use knowledge of children and young people to contribute to planning and offer constructive suggestions for own role
3. Be able to support learning activities	3.4 Explain barriers when supporting learning activities and how to overcome these

7 **Task 3: Reflective report (LO5: AC5.1, AC5.3)**

8 Write a reflection after your observation, focusing on evaluating the activity you planned and carried out
9 in practice for task 1. (AC5.1, AC5.3)

10 You will need to link to a reflection theory such as Gibbs' reflective cycle or another of your choice.

11

12 Consider the following points:

- 13 • How well did you feel it went?
- 14 • Do you think you contributed well?
- 15 • What could you do better next time?
- 16 • How will you improve moving forward?

17 **Submission:** reflective report

18 **Delivery and assessment guidance:**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
5. Be able to contribute to the evaluation of learning activities	5.1 Show how to contribute to the evaluation of learning activities 5.3 Reflect on own practice in supporting learning activities

19

STL3C8: Support English and maths skills (R/651/1056)

Task 1: Learner report (LO1: AC1.1)

Collate some notes into a document after a discussion with the class tutor about the following: (AC1.1)

- the children's English and maths skills
- learning targets
- English and maths support needs.

Submission: learner report

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to identify learner needs for English and maths support	1.1 Collate information about learners': <ul style="list-style-type: none">English and maths skillslearning targetsEnglish and maths support needs

Task 2(a): Activity plans (LO1: AC1.2)

Plan and prepare activity plans focusing on both English and maths. (AC1.2)

The English activity plans should address the following English skills:

- reading and writing elements
- speaking and listening elements.

The maths activity plans should address at least two of the following maths skills:

- counting and understanding numbers
- knowing and using number facts
- calculating
- understanding shape
- measuring
- gathering information by counting and measuring
- handling data
- presenting data in graphs, diagrams and tables.

All activity plans need to include the following:

- age range of learners
- overview of activity
- learning outcomes / objectives
- links to curriculum
- support strategies you will use
- differentiation
- opportunities for assessment via different methods (for example, observation).

Submission: activity plans

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Be able to identify learner needs for English and maths support	1.2 Identify and explain: <ul style="list-style-type: none"> the teaching and learning objectives of a planned activity the English and maths demands of learning activities

Task 2(b): Observation (LO2) (LO3)

You will be observed delivering your planned activities from task 2 (a) by your assessor against the following criteria:

- use knowledge of the individual needs of learners to provide English support (AC2.1)
- use opportunities to support the development of learners' English skills (AC2.2)
- use a range of strategies for supporting learners to develop reading and writing and communication skills (AC2.3)
- show how to work with children and young people in ways that encourage self-esteem and confidence in relation to English skills (AC2.4)
- use knowledge of the individual needs of learners to provide maths support (AC3.1)
- use opportunities to support the development of learners' maths skills (AC3.2)
- use a range of strategies for supporting learners to use and solve mathematical problems (AC3.3)
- show how to work with children and young people in ways that encourage self-esteem and confidence in relation to maths skills. (AC3.4)

Submission: observation record

Delivery and assessment guidance:

Provide a copy of this sheet to your assessor.

Note to assessor / expert witness

State in detail what you have observed the learner complete from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, state 'not observed'.

Assessment criteria (AC)	Refer to the learner by name and state which tasks they have carried out to meet the competencies
Use knowledge of the individual needs of learners to provide English support (AC2.1)	
Use opportunities to support the development of learners' English skills (AC2.2)	
Use a range of strategies for supporting learners to develop reading and writing and communication skills (AC2.3)	
Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to English skills (AC2.4)	
Use knowledge of the individual needs of learners to provide maths support (AC3.1)	
Use opportunities to support the development of learners' maths skills (AC3.2)	
Use a range of strategies for supporting learners to use and solve mathematical problems (AC3.3)	

Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to maths skills (AC3.4)

1

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Be able to provide English support to help learners access teaching and learning	2.1 Use knowledge of the individual needs of learners to provide English support
	2.2 Use opportunities to support the development of learners' English skills
	2.3 Use a range of strategies for supporting learners to develop reading and writing and communication skills
	2.4 Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to English skills
3. Be able to provide maths support to help learners access teaching and learning	3.1 Use knowledge of the individual needs of learners to provide maths support
	3.2 Use opportunities to support the development of learners' maths skills
	3.3 Use a range of strategies for supporting learners to use and solve mathematical problems
	3.4 Show how to work with children and young people in ways that encourage self-esteem and confidence in relation to maths skills

2

STL3C9: Support the use of ICT in the learning environment (Y/651/1058)

Task 1: Written assignment (LO1)

Prepare a written assignment to meet the following criteria:

- describe your setting's policy for the use of ICT in teaching and learning (AC1.1)
- identify the ICT resources used for teaching and learning within the learning environment (AC1.2)
- outline relevant legislation, regulations and guidance in relation to the use of ICT (for example, software licensing) (AC1.3)
- describe the requirements and procedures for storage and security of ICT resources. (AC1.4)

Submission: written assignment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the policy and procedures for the use of ICT for teaching and learning	1.1 Describe the setting's policy for the use of ICT for teaching and learning
	1.2 Identify the ICT resources used for teaching and learning within the learning environment
	1.3 Outline relevant legislation, regulations and guidance in relation to the use of ICT, for example, software licensing
	1.4 Describe the requirements and procedures for storage and security of ICT resources

Task 2: Bulletin board (LO2) (LO3: AC3.1, AC3.2, AC3.4)

You have been asked to create a school bulletin board for the pupils and staff providing information and guidance on the use of ICT in a teaching and learning environment. The board will need to include relevant information about the following points:

- ICT risks and how to minimise them (AC2.1)
- a list of ICT resources used in a learning environment (AC2.2)
- an explanation of the importance of using screening devices to prevent access to unsuitable materials via the internet (AC2.3)
- how to use ICT resources correctly and safely (AC3.1)
- clear guidance and self-help strategies to promote safe use of ICT resources (AC3.2)
- an overview of any problems that could occur and how to deal with them. (AC3.4)

Submission: bulletin board

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand how to prepare ICT resources for use in teaching and learning	2.1 Describe the risks associated with ICT resources and how to minimise them
	2.2 List ICT resources that may be accessed in a teaching and learning environment
	2.3 Explain the importance of the use of screening devices to prevent access to unsuitable material via the internet
3. Be able to support the use of ICT for teaching and learning	3.1 Use ICT resources correctly and safely when asked to do so
	3.2 Give clear guidance and instructions to others on the use of ICT resources
	3.4 Describe the sorts of problems that might occur when supporting learners using ICT and how to deal with these

Task 3: Reflective account (LO3: AC3.3)

Write a reflective account on how you have used ICT to support learners to experience the following:

- sense of achievement
- self-confidence
- self-help skills in the use of ICT.

Submission: reflective account

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to support the use of ICT for teaching and learning	3.3 Provide an appropriate level of assistance to enable learners to experience a sense of achievement, maintain self-confidence and encourage self-help skills in the use of ICT

STL3C10: Support assessment for learning (L/651/1063)

Task 1: Presentation (LO1)

Plan and prepare a presentation that can be shared with new teaching assistants, (TAs) explaining the following:

- an analysis of the role of the support worker in relation to assessing learner achievement (AC1.1)
- a summary of the difference between formative and summative assessment (AC1.2)
- an explanation of the characteristics of assessment for learning. (AC1.3)

Submission: presentation

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the purpose and characteristics of assessment for learning	1.1 Analyse the role of the support worker in relation to assessing learner achievement
	1.2 Summarise the difference between formative and summative assessment
	1.3 Explain the characteristics of assessment for learning

Task 2: Work products (LO3)

In discussion with your placement class tutor, plan and prepare some work products to meet the following criteria:

- use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs (AC3.1)
- demonstrate ways of encouraging children to communicate their needs and ideas for future learning (AC3.2)
- show how to support learners in using peer assessment and self-assessment to evaluate their learning achievements (AC3.3)
- show how to support learners to: (AC3.4)
 - reflect on their learning
 - identify the progress they have made
 - identify their emerging learning needs
 - identify the strengths and weaknesses of their learning strategies and plan how to improve them.

Any evidence you do provide needs to ensure that you are adhering to the General Data Protection Regulation (GDPR) and confidentiality regulations.

Along with your evidence, provide a short rationale of why you have chosen the work products and how it supports you to meet the criteria.

Submission: work products

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to support learners in reviewing their learning strategies and achievements	3.1 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs
	3.2 Demonstrate ways to encourage learners to communicate their needs and ideas for future learning
	3.3 Show how to support learners in using peer assessment and self-assessment to evaluate their learning achievements
	3.4 Show how to support learners to: <ul style="list-style-type: none"> • reflect on their learning • identify the progress they have made • identify their emerging learning needs • identify the strengths and weaknesses of their learning strategies and plan how to improve them

Task 3: Observation (LO2) (LO4) (LO5)

The following criteria will be assessed via witness testimony from the class tutor at your placement setting. The tutor will need to see you demonstrate the following:

- use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners (AC2.1)
- use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making (AC2.2)
- provide feedback to the tutor on: (AC4.1)
 - o learners' participation and progress in the learning activities
 - o learners' engagement in and response to assessment for learning
 - o learners' progress in taking responsibility for their own learning
- collate the information needed to update learner records from valid and reliable sources (AC5.1)
- show how to raise any concerns about the information with the relevant people (AC5.2)
- review learner records to ensure they are accurate, complete and up to date (AC5.3)
- show how to maintain confidentiality according to organisational and legal requirements (AC5.4)
- use organisational procedures to ensure the secure storage of learner records. (AC5.5)

Submission: observation record

Delivery and assessment guidance:

Provide a copy of this sheet to the expert witness / assessor.

Note to expert witness /assessor

State in detail what you have observed the learner complete from the following competencies. Include in detail what was observed and avoid a rewrite of the criteria itself.

If any of these have not been observed, state 'not observed'.

Assessment criteria (AC)	Refer to the learner by name and state which tasks they have carried out to meet the competencies
Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners (AC2.1)	

Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making (AC2.2)	
Provide feedback to the teacher on: (AC4.1) <ul style="list-style-type: none"> • learners' participation and progress in the learning activities • learners' engagement in and response to assessment for learning • learners' progress in taking responsibility for their own learning 	
Collate the information needed to update learner records from valid and reliable sources (AC5.1)	
Show how to raise any concerns about the information with the relevant people (AC5.2)	
Review learner records to ensure they are accurate, complete and up to date (AC5.3)	
Show how to maintain confidentiality according to organisational and legal requirements (AC5.4)	
Use organisational procedures to ensure the secure storage of learner records (AC5.5)	

1

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Be able to use assessment strategies to promote learning	2.1 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners
	2.2 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making
4. Be able to contribute to reviewing assessment for learning	4.1 Provide feedback to the teacher / tutor on: <ul style="list-style-type: none"> • learner participation and progress in the learning activities • learners' engagement in and response to assessment for learning • learners' progress in taking responsibility for their own learning
5. Be able to maintain learner records	5.1 Collate the information needed to update learner records from valid and reliable sources
	5.2 Show how to raise any concerns about the information with the relevant people
	5.3 Review learner records to ensure they are accurate, complete and up to date
	5.4 Show how to maintain confidentiality according to organisational and legal requirements
	5.5 Use organisational procedures to ensure secure storage of learner records

2

STL3C11: Engage in personal and professional development (T/651/1066)

It is recommended that Unit STL3C11 is one of the first units for learners to receive but one of the last to be signed off. It would be manageable for learners to complete this unit throughout their qualification. Learners should use the same reflective model throughout.

Task 1: Reflective journal (LO2: AC2.2) (LO3) (LO4: AC4.1)

You will be required to keep a reflective journal over your time on the programme, including: (AC2.2)

- one reflective account after each module completed
- one reflective account per term in placement
- one reflective account after each observation.

Your reflections should include:

- evaluation of own knowledge, performance and understanding in line with professional standards and benchmarks set by the placement setting (AC3.1)
- the use of feedback and own reflective practice to evaluate strengths and areas to improve (AC3.2)
- sources of support for planning and reviewing own development (AC4.1)
- links to one reflective cycle theory and how / if it works for you (for example, Gibbs' reflective cycle).

Submission: reflective journal

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Be able to reflect on organisational practice	2.2 Demonstrate the ability to reflect on practice
3. Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against internal or external benchmarks
	3.2 Demonstrate use of feedback and reflective practice to evaluate own performance and inform development
4. Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development

Task 2: Personal development plan (LO4: AC4.2, AC4.3) (LO5: AC5.3)

You are required to complete a personal development plan with your tutor. Within this, you will highlight your strengths and identify targets for improvement. You will be required to review and prioritise your own learning needs and personal interests for the future and how you will improve. (AC4.2, AC4.3, AC5.3)

Targets should be recorded and set to be specific, measurable, achievable, realistic and timely (SMART).

Submission: personal development plan

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to agree a personal development plan	4.2 Show how to work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 Show how to work with others to agree a personal development plan and set targets
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.3 Show how to record progress in relation to a personal development plan

Task 3: Written assignment (LO1) (LO2: AC2.1, AC2.3) (LO5: AC5.1, AC5.2)

Prepare a written assignment providing information on the following:

- a description of the duties and responsibilities of your own work role (AC1.1)
- an explanation of how reflection supports improving quality of the learning environment (AC2.1)
- a description of how own values, belief systems and experiences may affect working practice (AC2.3)
- an evaluation of how learning opportunities identified in your personal development plan have improved performance (AC5.1)
- an explanation of how reflection on own practice has led to improved ways of working (AC5.2).

Submission: written assignment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own work role
2. Be able to reflect on organisational practice	2.1 Explain how reflection supports improving the quality of the learning environment 2.3 Describe how own values, belief systems and experiences may affect working practice
5. Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning opportunities identified in your personal development plan have improved performance 5.2 Explain how reflection on own practice has led to improved ways of working

STL3D12: Support children and young people's speech, language and communication (Y/651/1067)

Task 1: Written assignment (LO1) (LO2) (LO3: AC3.2)

Prepare a written assignment covering the following criteria:

- Explain each of the terms below: (AC1.1)
 - o speech
 - o language
 - o communication
 - o speech, language and communication needs
- describe theoretical perspectives in relation to speech, language and communication development (AC1.2)
- explain how children and young people's speech, language and communication affect other areas of development (AC1.3)
- describe the potential impact of speech language and communication needs on holistic development in the short-term and long-term (AC1.4)
- explain how support staff can effectively support and extend the speech, language and communication development of children and young people using: (AC2.1)
 - o visual prompts and cues
 - o different types of interaction
 - o developing vocabulary
 - o using different forms of communication
 - o adapting methods of communication to meet the needs and abilities of children and young people
- analyse how the use of technology supports the development of speech, language and communication. (AC3.2)

Submission: written assignment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the importance of speech, language and communication for children and young people's overall development	1.1 Explain each of the terms: <ul style="list-style-type: none"> • speech • language • communication • speech, language and communication needs
	1.2 Describe theoretical perspectives in relation to speech, language and communication development
	1.3 Explain how children and young people's speech, language and communication skills affect other areas of development
	1.4 Describe the potential impact of speech, language and communication needs on holistic development in the short- and long-term
2. Understand the role of support staff when supporting speech, language and communication development in the learning environment	2.1 Explain how support staff can effectively support and extend the speech, language and communication development of children and young people through the use of: <ul style="list-style-type: none"> • visual prompts and cues • different types of interaction • developing vocabulary • using different forms of communication • adapting methods of communication to meet the needs and abilities of children and young people
3. Be able to provide support for the speech, language and communication development of children and young people in the learning environment	3.2 Analyse how the use of technology supports the development of speech, language and communication

1 Task 2: Resources (LO3: AC3.1, AC3.3, AC3.4) (LO4: AC4.1)

2 Prepare for an observation of performance assessing you against the following criteria for this unit:

- 3 • demonstrate how to provide support for speech, language and communication for individuals,
4 children and / or young people, taking into account the: (AC3.1)
- 5 o age
- 6 o specific needs
- 7 o abilities
- 8 o home language
- 9 o children and young people's own interests
- 10 • demonstrate how to work with children and young people to develop speech, language and
11 communication in the following situations: (AC3.3)
- 12 o on a one-to-one basis
- 13 o in groups
- 14 • demonstrate ways of supporting children and young people with communication and interaction
15 needs to actively participate in learning tasks and activities (AC3.4)
- 16 • show how to create a positive environment for supporting speech, language and communication
17 development. (AC4.1)

18 **Submission:** observation record

1 **Delivery and assessment guidance:**

2 Provide a copy of this sheet to the expert witness / assessor.

3 **Note to expert witness / assessor**

4 **State in detail what you have observed the learner complete from the following competencies.**

5 **Include in detail what was observed and avoid a rewrite of the criteria itself.**

6 **If any of these have not been observed, state 'not observed'.**

Assessment criteria (AC)	Refer to the learner by name and state which tasks they have carried out to meet the competencies
Demonstrate how to provide support for speech, language and communication for individuals, children and / or young people taking into account the: (AC3.1) <ul style="list-style-type: none"> • age • specific needs • abilities • home language • children and young people's own interests 	
Demonstrate how to work with children and young people to develop speech, language and communication in the following situations: (AC3.3) <ul style="list-style-type: none"> • on a one-to-one basis • in groups 	
Demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities (AC3.4)	
show how to create a positive environment for supporting speech, language and communication development (AC4.1)	

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Be able to provide support for the speech, language and communication development of children and young people in the learning environment	3.1 Demonstrate how to provide support for speech, language and communication for individuals, children and / or young people, taking into account the: <ul style="list-style-type: none"> • age • specific needs • abilities • home language • children and young people's own interests
	3.3 Demonstrate how to work with children and young people to develop speech, language and communication in the following situations: <ul style="list-style-type: none"> • 1:1 basis • groups
	3.4 Demonstrate ways of supporting children and young people with communication and interaction needs to actively participate in learning tasks and activities
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.1 Show how to create a positive environment for supporting speech, language and communication development

1

2 **Task 3: Reflective account (LO4: AC4.2)**

3 In the form of a reflective account, reflect on how you have supported speech, language and
4 communication development in your own role.

5 **Submission:** reflective account

6 **Delivery and assessment guidance:**

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Be able to contribute to maintaining a positive environment that supports speech, language and communication	4.2 Reflect on own role in relation to supporting speech, language and communication development

7

STL3D13: Understand how to support bilingual learners (A/651/1068)

Task 1: Written assignment (LO1) (LO2: AC2.1, AC2.3)

Write an assignment based upon supporting bilingual learners. Please consider your practice and bring any examples of practice through in your writing if relevant. It is important that you cover the points below:

- Define the terms: (AC1.1)
 - English as an additional language (EAL)
 - bilingual
 - advanced learner of EAL
- explain the importance of conducting an initial assessment of bilingual learners (AC1.2)
- identify types of information relevant people may require to help them in meeting the learning, language development and wellbeing needs of the bilingual learner (AC1.3)
- explain why a specialist assessment may be required (AC1.4)
- explain the importance of using the learners' preferred language to introduce and settle them into the learning environment (AC2.1)
- identify the challenges the bilingual learner may face regarding access to learning. (AC2.3)

Submission: written assignment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand how to contribute to the assessment of bilingual learners	1.1 Define the terms: <ul style="list-style-type: none"> • English as an additional language (EAL) • bilingual • advanced learner of EAL
	1.2 Explain the importance of conducting an initial assessment of bilingual learners
	1.3 Identify the types of information relevant people may require to help them in meeting the learning, language development and wellbeing needs of the bilingual learner
	1.4 Explain why a specialist assessment may be required
2. Understand how to support bilingual learners to access the curriculum	2.1 Explain the importance of using the learners' preferred language to introduce and settle them into the learning environment
	2.3 Identify the challenges the bilingual learner may face to access learning

Task 2: Leaflet (LO2: AC2.2, AC2.4)

Create a leaflet aimed at parents describing the different learning activities, resources and strategies used to support children with EAL. (AC2.2, AC2.4)

Consider how these terms highlighted in bold impact personalised development of language development.

Submission: leaflet

Delivery and assessment guidance:

1

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Understand how to support bilingual learners to access the curriculum	2.2 Describe different learning activities and resources that can be used to promote personalised learning including development of learners' language skills
	2.4 Describe the strategies that support the learning and language development of individual bilingual learners

2

3

4

STL3D14: Understand how to support learning of children and young people with special educational needs and disabilities (D/651/1069)

Task 1: Leaflet (LO1: AC1.1, AC1.2, AC1.3) (LO2)

As part of your special educational needs and disabilities (SEND) training, you have been asked to create a leaflet that summarises the centre's policy surrounding the support of children and young people with SEND. Your leaflet must include:

- a list of the main legislation in relation to inclusive practice and the requirements on centres to meet these (AC1.1)
- the rights of children and young people with SEND (AC1.2)
- an explanation of the SEND code of practice and how this should be followed by centres to ensure provision, assessments and intervention frameworks are in place for children and young people with SEND (AC1.3)
- an outline of the centre's policies and procedures to carry out observations to establish the needs, capabilities and interests of children and young people with SEND (AC2.1)
- a list of those you may work with internally and externally, why you may form partnerships with these professionals, and their role and responsibilities in supporting children and young people with SEND (AC2.2)
- an evaluation of the benefit of partnership working expectations with parents / carer's, colleagues and external professionals and the benefits of these partnerships in supporting the needs of children and young people with SEND. (AC2.3)

Submission: leaflet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of inclusive practice and the rights of disabled children and young people and those with special educational needs	1.1 Identify the requirements of current legislation in Home Nations in relation to inclusive practice
	1.2 Summarise the rights of children and young people with SEND
	1.3 Summarise the provision, assessment and intervention frameworks for children with SEND
2. Understand how to obtain information about individual needs, capabilities and interests of disabled children and young people, and those with special educational needs	2.1 Outline how to observe and identify the needs, capabilities and interests of children with SEND
	2.2 Explain the roles and responsibilities of others who contribute to the support of children and young people with SEND
	2.3 Evaluate the benefit of working with others to support children and young people with SEND

Task 2: Chart (LO1: AC1.4, AC1.5) (LO5) (LO6)

To understand the needs of children and young people with SEND, you are asked to reflect on the barriers they may face and how to overcome the barriers and meet their support needs.

Start by explaining why it is important to recognise a SEND need early and respond through early interventions.

Create an information chart to include the following:

- explain the importance of early recognition and intervention for children with SEND (AC1.4)
- the impact of each on a child or young person's holistic development (AC5.1)
- the potential barriers to participation they may face (AC1.5)
- strategies that can be used to support their learning and development (AC6.1)
- types of specialist equipment and technology resources that can be used to support the child or young person's needs, and reflect on how they help to overcome or reduce the impact of sensory or physical impairment. (AC5.2)

Submission: chart

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the principles of inclusive practice and the rights of disabled children and young people and those with special educational needs	1.4 Explain the importance of early recognition and intervention for children with SEND
	1.5 Identify barriers to participation for children with SEND
5. Understand the special educational needs of learners with sensory and / or physical needs	5.1 Explain the effect of a primary disability on children and young people's development
	5.2 Describe a range of specialist equipment and technology resources available for children and young people with SEND and reflect on how they help to overcome or reduce the impact of sensory or physical impairment
6. Understand the kinds of strategies needed to support children and young people with special educational needs and disabilities	6.1 Explain how to work with children and young people using strategies to support their learning and development

Task 3: Written assignment (LO3)

Scenario

You are asked to provide one-to-one support to two children in your class. Amy is a child with Down's Syndrome. She has moderate cognitive impairment, below age-expected language and communication skills and poor muscle tone, causing mobility issues. Amy wears hearing aids and uses some signs to communicate.

Tom has attention deficit hyperactivity disorder (ADHD). He struggles to concentrate and will often be behind with class work. He regularly forgets to bring things into school that he needs, such as a PE kit or calculator. Tom finds it difficult to listen to and follow instructions, particularly when more than one staged instruction is given.

Considering Amy and Tom's support needs, answer the following:

- What cognitive skills are the students not able to demonstrate, and why are these cognitive skills necessary for effective learning? (AC3.1)
- What are the key differences between Amy and Tom's needs, considering the terms 'global' and 'specific'? (AC3.2)

- How do the SEND of Amy and Tom affect their language and communication skills, and how is this impacting on their overall learning? (AC3.3)

Submission: written assignment

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand the special educational needs of children and young people with cognition and learning needs	3.1 Describe the range of cognitive skills necessary for effective learning
	3.2 Identify the significant differences between global and specific learning difficulties
	3.3 Explain how cognitive difficulties impact upon the development of language and communication and how this might affect learning

Task 4: Research notes (LO4)

Your school are looking into initiatives available to support children with emotional, behavioural and social development needs. To establish which initiative is best to adopt as a school, you are asked to research why children and young people may have these needs and how their needs can be met effectively in a learning environment.

Do some research to explain the following:

- factors that can affect a child or young person's emotional, behavioural and social development, including aspects of upbringing, home circumstances and physical and emotional health and how this may cause the child or young person to relate differently to others (AC4.1)
- the impact of poor mental health on a child or young person (AC4.2)
- how you would work with the child or young person, their parents / carers and others to set behaviour goals and boundaries, implement support and review these goals and support plans to meet their emotional, behavioural and social development needs (AC4.3)
- ways of developing self-reliance and self-esteem to support children and young people with emotional, behavioural and social development needs. (AC4.4)

Submission: research notes

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
4. Understand the special educational needs of children and young people with emotional, behavioural and social development needs	4.1 Explain how aspects of upbringing, home circumstances and physical and emotional health of children and young people can affect their ability to relate to others
	4.2 Explain how mental health could impact on a child or young person's life
	4.3 Explain how to work with children, young people and others to identify and set behaviour goals and boundaries for children and young people with emotional, behavioural and social development needs
	4.4 Reflect on ways of developing self-reliance and self-esteem to support children and young people with emotional, behavioural and social development needs

STL3D15: Support children and young people during transitions (J/651/1070)

Task 1: Booklet (LO1) (LO2: AC2.1)

Your school is organising an event to advocate for children's wellbeing and development. You have been asked to create a booklet to hand out at the end of the session. Your booklet needs to include information on the following:

- explain the different types of transitions that children and young people may experience (AC1.1)
- explain how types of transitions may affect a child or young person (AC1.2)
- explain how a child/ young person's approach to transitions may be affected by the following: (AC1.3)
 - culture
 - religion
 - personal beliefs
 - gender
 - stage of development
 - previous experience
- explain how transitions may affect children and young people most at risk of exclusion and underachievement (AC1.4)
- explain why children with disabilities and special educational needs may need additional support going through transitions (AC1.5)
- explain the signs and indicators that a child or young person is going through a transition in their life. (AC2.1)

Submission: booklet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the range and impact of transitions that children and young people may experience	1.1 Explain the different types of transitions that children and young people may experience
	1.2 Explain how different types of transitions may affect a child or young person
	1.3 Explain how a child or young person's approach to transitions may be affected by their: <ul style="list-style-type: none"> • culture • religion • personal beliefs • gender • stage of development • previous experiences
	1.4 Explain how transitions may affect children and young people most at risk of exclusion or underachievement
	1.5 Explain why children and young people with disabilities or special educational needs may need additional support to manage transitions
2. Be able to recognise and respond to transitions in children and young people's lives	2.1 Explain the signs and indications that a child or young person is experiencing a transition in their life

1

2 Task 2: Scenario-based questions (LO2: AC2.2, AC2.3, AC2.4, AC2.5) (LO3)

3 Read through the scenario and answer the questions.

4

5 Jessica is 5 years old and is attending reception class in a rural school setting. Jessica loves school and
6 is always the first to paint and play in the sand as these are her favourite interests. Jessica has built a
7 good relationship with the TA, Miss Hannah, in the school.

8

9 It is Monday morning and Jessica attends reception as usual; she puts her coat and bag on her hanger.
10 Miss Hannah approaches Jessica and says, 'Good morning, Jessica. Shall we go and paint a picture of
11 what you've done over the weekend?' Jessica looks at Miss Hannah and shrugs her shoulders. Jessica
12 walks into the classroom and sits on the carpet on a beanbag.

13

14 Miss Hannah sits back to observe Jessica for a while but gets distracted by some other children wanting
15 to tell Miss Hannah about their weekend. Jessica remains sat on a beanbag, looking through a book.

16

17 Jessica slowly walks over to the painting table and observes other children painting, Jessica picks up the
18 paint brush and starts painting reluctantly. Jessica starts painting the outline of a house and a sad face.
19 Miss Hannah approaches Jessica and says, 'That's a nice house Jessica. I would love to live there.' and
20 walks off.

21

22 Jessica watches Miss Hannah walk off and slides down in her chair. Jessica gets up from the chair and
23 goes back to sit on the beanbag.

24

25 Reflect on the following questions:

- 26 1. In the scenario, what signs / concerns would indicate that Jessica is going through a change or
27 transition? (AC2.3)

2. If you were Miss Hannah, how would you take notice of Jessica and recognise these behavioural changes? (AC2.4)
3. Would you need to share the information with anyone, and why? (AC2.5)
4. What would you do in this situation to support Jessica to open up about the transition she is going through? (AC2.2)
5. What would you put in place to support Jessica? (AC3.1)
6. How would you help Jessica to open up and understand her emotions? (AC3.2)

Submission: scenario-based responses

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
2. Be able to recognise and respond to transitions in children and young people's lives	2.2 Provide opportunities for children and young people to explore and discuss significant events and experiences that may impact on them
	2.3 Identify signs of concern or distress in children or young people which may relate to a transitional experience
	2.4 Show how to recognise and take account of any signs of change in the attitude and behaviour of individual children or young people
	2.5 Use procedures of own work setting to share information or concerns about children or young people with the appropriate person
3. Be able to support children and young people to manage transitions in their lives	3.1 Show ways of supporting children and young people to manage transitions in their lives
	3.2 Provide opportunities for children and young people to discuss the effects and results of transition

STL3D16: Support the role of play, leisure and extra-curricular activities for children and young people (K/651/1071)

Task 1: Display board and leaflet (LO1) (LO2)

As an advocate for children's right to relaxation, leisure and play, you want to create an information display board for staff. Within your display board, you include the following:

- information on Article 31 from the United Nations Convention on the Rights of the Child (UNCRC) (AC1.3)
- clear categorisation; you should include examples to distinguish between adult-led activities, play for children and leisure activities for young people (AC1.2)
- how play supports children's holistic development (AC1.1)
- how leisure supports young people's development (AC1.1)
- the importance of uninterrupted play for early years children (AC2.2)
- the importance of uninterrupted leisure activities for young people (AC2.2)

To enhance your display board, you also want to provide some takeaway guidance for staff on how to support children and young people's play and leisure effectively. Create an information leaflet to outline how this can be done and include how to adapt approaches, resources and opportunities to ensure the inclusion of children with special educational needs and disabilities (SEND). (AC2.1, AC2.3)

Submission: display board and leaflet

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
1. Understand the nature and importance of play and leisure	1.1 Describe the benefit of play and leisure and how they contribute to children and young people's development
	1.2 Distinguish between play and leisure, and adult-led activities
	1.3 Outline the requirements of the UN Convention on the Rights of the Child in relation to relaxation and play
2. Understand own role in relation to the requirements of play and leisure activities	2.1 Describe own role in supporting children and young people's play and leisure activities
	2.2 Explain the importance of knowing when to leave children and young people to play or relax uninterrupted
	2.3 Identify adaptations that can be made to support children and young people with special educational needs and disabilities to participate in the full range of play and leisure opportunities provided

Task 2: Short-answer questions (LO3)

Read through the scenario and answer the questions.

You are on break duty with key stage 2 children. They initiate a game of dodgeball using large sponge balls from the resource trolley. Some of the older children take charge and organise two teams, separating the older ones from the younger ones.

Reflect on the following questions:

1. Would you allow this game to go ahead, and why? (AC3.1)
2. What skills do you think the children are going to gain from this game? (AC3.1)

3. Why do you feel it is essential for the children to manage their own risks and challenges involved in this game? (AC3.2)

Submission: short-answer question responses

Delivery and assessment guidance:

Learning outcomes (LOs) The learner will:	Assessment criteria (AC) The learner can:
3. Understand how to balance risk and challenge with the benefits of the play and leisure opportunity	3.1 Explain the value of risk and challenge in children and young people's play and leisure
	3.2 Describe why it is essential for children and young people to manage risk and challenge for themselves

1 **Change history record**

Version	Description of change	Date of issue
1.0	First publication	August 2025

2