



Non-Examined Assessment

Band 2 Exemplar Learner Response

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

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Introduction

The following are sample learner responses for each task within an assignment alongside examiner commentary for each assignment. They show how learners might respond and can help assessors in making their overall marking decisions.

Learner responses

Each learner response should demonstrate what a **mark band two / third band** response look like alongside any evidence that is required to be completed. All responses use content from the mark schemes and align with the standards in the mark band descriptors and indicative content.

Assessor commentary

The assessor commentary demonstrates why the responses given throughout the assignment meet the criteria for the mark band they have been awarded. The assessor commentary will be linked to, and supported by, the descriptors in the mark scheme.

Task 3 - The planning cycle - Plan		
Band	Marks	Descriptors
4	10-12	<p>AO3 – Excellent analysis and evaluation of John’s basic care and holistic development needs that is comprehensive and highly relevant. Supported with excellent justifications for strategies that are comprehensive and highly detailed.</p> <p>AO2 – Excellent application of knowledge and understanding of the basic care routines, and strategies to meet John’s basic care needs and holistic development that is comprehensive and highly detailed and highly relevant to the case study and task.</p> <p>AO1 – Excellent recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is comprehensive.</p>
3	7-9	<p>AO3 – Good analysis and evaluation of John’s basic care and holistic development needs that is detailed and mostly relevant. Supported with good justifications for strategies that are detailed.</p> <p>AO2 – Good application of knowledge and understanding of the basic care routines, and strategies to meet John’s basic care needs and holistic development that is detailed and mostly relevant to the case study and task.</p> <p>AO1 – Good recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that is mostly detailed.</p>
2	4-6	<p>AO3 – Reasonable analysis and evaluation of John’s basic care and holistic development needs that has some detail and some relevance, though this may be underdeveloped. Supported with reasonable justifications for the strategies that have some detail, though these may be underdeveloped.</p> <p>AO2 – Reasonable application of knowledge and understanding of the basic care routines, and strategies to meet John’s basic care needs and holistic development that has some detail although this may be underdeveloped. With some relevance to the case study and task.</p> <p>AO1 – Reasonable recall of knowledge and understanding of planning cycle, basic care needs, care routines and strategies that has some detail.</p>
1	1-3	<p>AO3 – Limited analysis and evaluation of John’s basic care and holistic development needs. Supported with limited justifications for strategies that have minimal detail and are mostly superficial.</p> <p>AO2 – Limited application of knowledge and understanding of the basic care routines, and strategies to meet John’s basic care needs and holistic development that has minimal detail and is mostly superficial. With minimal relevance to the case study and task.</p> <p>AO1 – Limited recall of knowledge and understanding of the planning cycle, basic care needs, care routines and strategies that has minimal detail.</p>
0	0	No rewardable material.

Project brief: 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** of the NEA task document.

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

Task 1: support strategies – transitions

- Evidence:**
- resource:
 - leaflet/flyer
 - poster
 - booklet
 - word processed or handwritten report.

Task – 1 Support strategies - Transitions	
	
How parents can help	
<p>Make sure you tell Early Years Practitioners all about John, what he likes and doesn't like and any worries he has.</p>	<p>Role play with John. Pretend you are the Early Years Practitioner, and John is the child starting the nursery.</p>
<p>Read books with John about going to a nursery. Talk about what happens in the book.</p>	
	
How can Early Years Practitioners' help	
<p>Early Years Practitioners will ask you to fill in a form about John asking for information about what John likes to do and about his family. Early Years Practitioners can ask John about his favourite toy or TV show.</p>	
<p>Early Years Practitioners will give you advice. They can tell you about how you</p>	<p>You could stay at the nursery with John for a while and not leave him straight away.</p>

Assessor comments
There is a description of what could happen during role play, which shows some detail and demonstrates reasonable knowledge and understanding.

Support strategies are relevant to the case study, John's age and issues given. Links to the theme of the book are made showing some awareness of how the support strategy will be used and the outcome. Although, this is not fully described or linked back to transition.

The learner has identified and correctly recalled information but not fully applied a reason to explain how the support strategy will help / impact on John's transition.

can help John during his transition to the nursery.	
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Assessor comments
This response illustrates reasonable detail, although accurate it is not fully described. The content includes what the support strategy is but does not fully explain / detail when, how or why the support strategy will be used making the response reasonable with some relevance.

Task 1: report

Having information about John will help the EYP to plan activities John will enjoy. If there are activities at the nursery that John likes he will want to go to the nursery. If John talks to the EYP he will start to develop a bond.

Role play about nursery will help John know what it will be like. He has only been with his mum/nanny so doesn't know what it is like.

Listening to stories about starting nursery will help John feel less anxious.

Giving ideas to John's mum about how she can help John e.g., suggesting activities he could do at home will help to John to express his feelings will mean that John won't keep feelings inside.

If John gets used to the nursery slowly, he will feel more confident to stay without his mum. If he is at the nursery with his mum, she will help him know what to do and he won't feel so nervous.

Assessor comments

This response acknowledges some value of having information about John. It links to the importance of developing a bond but not how this will support John's transition. This response shows some detail but is not fully developed or justified.

This response shows relevant and reasonable understanding as it includes a benefit. The analysis is underdeveloped as it does not separate the information into component parts and make a full connection to supporting John's transition.

Task 2: planning cycle – observe and assess

Report

Evidence:

- written report:
 - word processed or handwritten.

John's progress against expected key milestones

Physical development:

John should go to the toilet and not wet himself because he is 4 years old. John can steer a tricycle; this shows that John has developed a milestone that a 3-year-old should do.

John should be able to draw a figure that looks like a person, but John just drew lines, dots and circles.

He can't do up his coat.

Social and emotional development:

John cries a lot. He isn't confident for his mum to leave him at nursery.

John didn't share the jigsaw piece with another child. He should be able to share toys with his friends by now.

John wants to go home when happily playing. He got upset when he got paint on him.

Cognitive development:

John could say the colours red, green and yellow. He can say nursery rhymes and count to five and knew how many current buns were left when taking some away. 4-year-olds are expected to do these milestones, this shows John is developing good for a 4-year-old.

Communication and language:

Assessor comments

The response shows fair assessment of John's development against the developmental milestones recorded in the post-it note observation. Not all statements identify the age at which the development would be expected. However the learner shows understanding of general expectations, which shows some detail.

The response shows reasonable detail showing what development is expected and what is not yet achieved. A conclusion is made although not fully substantiated or applied.

This response shows accurate assessment but is not developed to show application of the age when John should be able to do up his coat.

The Early Years Practitioner could understand what he said. He should do this at 5 years old which shows his language is good for a 4-year-old. He sang 'five current buns' which is a milestone you would expect for a 4-year-old. John couldn't answer questions though.

How aspects of Johns holistic development might be interconnected

John can't do things like do up his coat. This shows that his physical development has affected what he can do by himself. He cried when he couldn't build the tower of bricks, if he could build the tower, he would have felt happy. Because John isn't confident, he finds leaving his mum hard but if he was confident, he might be able to do this ok. This shows all of John's development is connected to each other.

Justifications for the support needed to further his development.

Physical development needs:

John needs to develop his fine motor skills otherwise he won't be able to join in activities and do things by himself. If he develops better fine motor skills, he can do more things by himself.

Cognitive:

John is doing ok with his cognitive development.

Communication and language needs:

John needs to be able to ask for help and answer questions, if he can't, the Early Years Practitioners will not be able to help him. If he can't answer questions he will not be talk with other children or Early Years Practitioners at the nursery.

Social and emotional development needs:

Assessor comments

Most but not all of the assessment material included in the post-it observation is reflected in the response. Most of the conclusions are relevant to John although are not fully explained or developed.

The response has started to show a connection between each aspect of development and John's needs. However the link is not fully explained / developed to show the impact or connection of one area of development to another. Responses are relevant but short, concise and underdeveloped.

The response shows some judgements; a supporting reason for the judgement and a brief conclusion is made. This approach makes a relevant connection with the impact of limited physical skills but is simplistic and not fully described.

John needs to develop his social skills, like sharing, taking turns so that he can make friends and play with other children. He also needs to learn to ask for help if he gets messy and use an apron.

Assessor comments

This response is a reasonable and accurate assessment of where John may need support although it is not fully explained or substantiated.

Reasons are given although the explanation of each reason is not full and stops short (for example, if John can't answer questions he will not be able to talk with other children) – this is relevant and shows some details but could have been taken further with links to friendship.

Task 3: the planning cycle – plan

Evidence:

- written plan:
 - word processed or handwritten.

Routine	EYP role and how the routine will promote basic and holistic needs, independence, and transition
Arrival time	John will be given a key person. The key person should talk to John's mum. The key person should tell John about the day's out that day activities. The key person should remind John where the toilet is, so he knows where to go. If John gets upset the key person should comfort him and give him his teddy.
Inside play	EYP will set up activities making sure they are safe. Activities will include play dough, and small toy dinosaurs which will help John's social development and help him talk, because he likes dinosaurs. To help him try and do things for himself John can choose which ones he wants to do. The toy dinosaur activity and playdough will help John's fine motor skills. The EYP should get other children to play with the dinosaurs, helping John make friends and develop language skills. The EYP should tell John well done when he shares. This will make him feel happy. During playtime, the EYP should ask John if he wants the toilet.
Toilet and handwashing	After playing outside and before lunch/snack John will have the time to use the toilet and wash his hands. The EYP will help John and ask if he wants help. The EYP should not do too much for John. The EYP should make sure John washes his hands to keep him clean.
Snack	The EYP will clean the table so that it is ok and then put out the snack. The snack should be something healthy. The EYP should help John to have a go at getting a snack but try and get him to do as much as he can like pouring his own drink to help his fine motor skills and make him realise, he can do things for himself. John should also tidy up his plate. The EYP will tell John he is a good boy for trying to pour the drink.
Outside play	Before John goes outside the EYP will put out balls for football and make sure the climbing equipment is safe. Before John goes outside, he will put on his coat to keep him warm. If John can't put on his coat the EYP should show him

Assessor comments

The format of the plan is reasonable it splits aspects of the routine and shows the EYPs role / routines and activities. An aim / objective / rationale is not included.

Some but not all care needs are included in the plan. This shows a reasonable level of recall and understanding of John's care needs and development.

The response shows some connection between practice provided and the benefit of this in meeting John's care needs / development. The links demonstrate reasonable application but are not fully explained with what, where, how or why.

	but still get him to try himself. Going outside will give John fresh air and exercise.
Lunchtime	The EYP will make sure that the table is clean and that the food is healthy. The EYP should give John a fork to help him practice his fine motor skills. If he cannot do this the EYP should be kind and say positive things to make him feel good. The EYP should sit and talk to the children.
Story and singing	The EYP will encourage John to get involved in the group activity and ask another child to sit with him, to help him be sociable. If John does not want to join in the EYP should talk to him and find out why. The story should be about making friends which will help John.
Quiet play	The EYP will provide calm music and get John to look at books. This will help John to have a rest. John's key person can sit with him. The key person can ask questions this will help to build a bond.
Going home time	At home time the key person should tell John's mum the activities John has enjoyed. Talking with John's mum will help develop a good relationship and partnership.

Assessor comments

This response shows a relevant point which shows reasonable knowledge but it is not fully detailed. The learner could have given more detail by explaining why the EYP should not do too much for John. This level of detail would move the response from reasonable to good.

Practices are correctly recalled and identified but without full explanation. This shows the response is underdeveloped. The responses could have been wider (for example, at snack time a greater range of outcomes / reasons for cleaning the table could have been explained).

The reasoning behind making sure equipment is safe is not substantiated within the response which limits the detail shown. The information is correct but not developed.

Assessor comments

Some connection to care needs are made but these are not fully described (for example, at lunchtime information on healthy eating and its benefits could have been applied).

The response shows understanding of the benefits (for example, 'help him to be sociable'). Therefore, they begin to evaluate, however the detail does not provide supporting reasons, which shows reasonable rather than good understanding. Aspects of independence and transition are mentioned throughout but these are not consistently linked to all aspects of the plan.

Task 4: planning an activity

Activity 1: cornflour-sensory play plan

Evidence:

- activity plan:
 - word processed or handwritten.

Description of the activity

Cornflour and water will be mixed and put into a big tray/builder's tray. It will be mixed to form a gloop. Children will feel the cornflour mixture with their hands and play with the cornflour. Plastic yoghurt pots and dinosaur toys or small cars can be added to the cornflour so that John can practice his fine motor skills when playing and exploring the feel of the cornflour. Children can play together,

Timings

Children can play for up to 15 minutes.

How the activity will support John's development

This activity will help John's physical development including his fine motor skills, eg pincer grip because he will be using his hands to explore the cornflour and play with the small plastic toys and fill up the yogurt pots with his hands or scoops. When he plays, he will practice using his fingers.

Early Years Practitioner's role

- Get the equipment set up and ready for John/the children
- Make sure children put on an apron
- Talk to John/children when they are playing
- Say 'well done' to John/children when they do something good like sharing
- Clear up any cornflower from the floor so children don't slip and hurt themselves

Assessor comments

The plan is set out in a vocationally relevant way with reasonable detail. Headings link to the task and the plan is clearly organised

Cornflour play is a relevant play activity for John / children of a similar age / stage. The response could have made a link to which type of play cornflour relates to, to show greater knowledge and understanding.

The activity shows that the learner has accurately assessed John's needs and suggested an activity which will help him practice the skills he needs to develop.

- Get John/children to wash their hands and help tidy up, John will need to be told what to do as he is new and might not know
- Wash up and put away the builder's tray and pots

Resources

Big tray / builder's tray

Plastic spoons, yogurts pots, small plastic cars and dinosaur toys

Aprons x 4

Cornflour and water will be mixed to make into the gloop mixture

Assessor comments

To show a greater understanding / more detail the learner could have indicated how the activity will be broken up / organised into different parts (for example, introduction, free play, tidy away time). This would give more detail of how the activity will be implemented.

Understanding of the value of the activity and how it will benefit John / children is shown, although the analysis is short and concise and not fully explained or developed.

Relevant Information focussing on the EYP's role is reflected. Detailed of how, why or when each role will be carried out is not consistent and limits analysis.

Activity 2: musical instruments

Description of the activity

I will put out a box of musical instruments on the floor there will be small instruments in the box like triangles, shakers. Children will take it in turns to choose an instrument and a song and we will all join in playing the instruments and singing together. The EYP will encourage children to sit still and listen to other children when other children are choosing the song they want to sing and take turns with the instruments.

Timings

The activity will take about 20 minutes. 2 minutes to explain what the activity is, 5 minutes for children to choose their instrument, 10 minutes for singing and playing and 3 minutes to tidy up and put the instruments away.

How the activity will support John's development

This activity will help John's social and emotional development as he must choose an instrument by himself which will help him have a go at being more independent, and then he will have to choose the song he wants which will help him make choices.

Assessor comments

The plan is set out in a vocationally relevant way with reasonable detail. Headings link to the task and the plan is clearly organised.

The activity is relevant for John and will support the selected area of development. However, the supporting content relating to 'how the activity will support John's development' does not fully note all the potential opportunities for learning and development and is underdeveloped.

The timings show how the activity will be organised and demonstrates a reasonable understanding of what the EYPs role is within the activity.

Early Years Practitioner's role

- Get the equipment e.g. musical instruments and song cards set up on the floor area so John/children can choose
- Talk to John/children and explain the activity so they know what the activity is about and what they will have to do
- Make sure children do not snatch the toys say 'you can have the triangle next'
- Encourage John to join in say 'what song do you know John' show John you are listening to him and be smiley
- Help John and his friends to put the instruments away, showing them how to do it will help but don't take over

Resources

Box of musical instruments which is enough for everyone and includes shakers, triangles, drums and tambourines. Song cards.

Assessor comments

The outcomes are presented showing some recall of milestones of development and the skills that John needs to develop. There is some level of relevance but the analysis is concise and not fully explored and described.

Recall of the EYPs role is demonstrated. There is some contextualisation and actions that are specific to this activity (for example, the examples of questions show a reasonable understanding of how the EYP will support this activity however the range of roles do not cover all that there would be in practice).

Task 5: health and safety procedures – risk assessment

Cornflour activity:

Evidence:

- completed risk assessment:
 - word processed or handwritten.

Key:

Red = high risk
 Amber= medium risk
 Green= low risk

Hazard	Who might get hurt and how	Keeping children safe	How to stop children getting hurt
Cornflour on the floor	Children could slip and fall hurting themselves	Wipe up cornflour if it spills. Lay a mat before play starts and change if it gets messy	Tell children to be careful and not drop cornflour Clean up or mop up immediately if it spills
Chairs might be left out	Children could trip over chairs	Tuck in chairs or take away chairs and make children stand	Always watch children.
Yogurt pot-toy cars/dinosaurs on the floor	Children could fall over or slip on them	EYP picks up pots if they drop pots on the floor.	Keep checking for missing pots or pots on the floor.
Eating cornflour or getting in eyes etc	Children eat it or get it on their face	Tell them not to eat it touch their face	Give them water if any try to eat it or get in eyes

Assessor comments

The format of the risk assessment is vocationally relevant. The key mirrors the system used by providers. The risk assessment is easy to follow and clearly presented.

A reasonable range of ways children may get hurt is included although the detail does not fully capture the full potential of the risk and is underdeveloped.

Ways to stop children getting hurt are not fully developed and quite generically given

A reasonable range of hazards relevant to the activity are reflected however the number of hazards that the activity presents is greater than included. The level of risk are correctly assessed and demonstrate vocational understanding.

Assessor comments
This shows reasonable knowledge and some detail although additional clarification would be needed such as when or how to give water would have expand upon the explanation, showing greater application to practice.

Task 6: evaluation of your plan

Evidence:

- an evaluation:
 - word processed or handwritten.

How well my plan records and outlines the individualised care needs of John and supports his holistic development

A keyworker will help John feel safe. This good as it will support John's emotional needs.

My plan includes construction toys with dinosaurs which is what John likes to play with. This activity is helpful as it will help John to develop hand eye coordination, and problem solving. John can choose from different activities helping his independence.

At snack/lunch, cleaning tables and hand washing is a good way to keep John and the things around him clean. Giving healthy food and drink is important as it helps John to be healthy.

Playing and singing with other children is good because it will develop John's social skills. Looking at books will help John's language development and help him rest.

Going outside provides exercise and fresh air which he must have and is important because it will also develop physical skills. Checking equipment and locking the outside gate is very important as it makes sure John doesn't get out or get hurt.

As John's social development improves, it will help him in other areas. Need to keep our eye on his development and refer to a manager if I have any concerns.

Assessor comments

There is reasonable evaluation because the response shows why the activity will be helpful and in what ways it will meet John's care needs and development.

A connection is made between a practice in the plan and an outcome for John. This shows a reasonable level of evaluation although there is room for additional reasoning and justification.

The response briefly connects an activity with how it will benefit John. This demonstrates how the activity within the plan supports holistic development although does not fully elaborate on all of the potential the activity could have.

How my plan can be improved

I could give John more activities e.g., circle time, role play or puppets that help John to express his feelings as I haven't included activities that could help with letting go of his feelings.

I could also do baking activities as these are good for developing fine motor skills.

I could observe and write in John's learning journal.

Assessor comments:

Assessment of the plan is narrow and does not consider a wide range of factors, areas of development or needs. Simplistic limitations are reflected but there is not full detail of how these could be improved.

The response shows areas of development that are not focused on within the plan. Where additional activities might be helpful, the reasoning is not fully detailed and is underdeveloped.

The response gives an indication of other ways that fine motor skills can be practiced, however, the recommendation does not show details of why this type of activity would be useful to support John's care needs or development, which are highlighted in the case study.