

NCFE

CACHE

Internal Assessment Sample Tasks

**NCFE CACHE Level 3 Diploma for Working in
the Early Years Sector (Early Years Educator)
QN: 610/4164/6**

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Introduction

We have created some sample tasks for the internally assessed EYE L3 WF 8 Assessment of children's learning and development (K/651/1397) unit which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcomes (LOs) for this unit and provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose to create their own internal assessment tasks. There are four essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful, with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers

Please see the guidance document for the creation of internal assessment tasks on the NCFE website.

The units can be found in section 2 of the Qualification Specification.

Supervision of learners

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Tutors/assessors are also responsible for supporting learners through the assessment process, to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner

EYE L3 WF 8 Assessment of children's learning and development (K/651/1397)

Assessment task

Task 1 – learning outcome (LO) 2, assessment criteria (AC) 2.1 to 2.4, LO5, AC5.1, LO7, AC7.1 to 7.3

For this task you are asked to demonstrate your understanding of the observation, planning and assessment cycle. This cycle is fundamental to the role of assessment in helping parents, carers and educators recognise children's progress. It is recommended that LO7 of this unit is undertaken throughout your programme of study as it involves completing a minimum of 10 observations.

To complete this task, you will need to be in a relevant real work environment (RWE) in order to undertake observations of children. The number of observations you are asked to complete is 10. The methods should include narrative or longer observation records, as well as those methods used in your own setting. A minimum of three observations must be longer observations, such as narrative/free description, time sample or checklist. The remaining seven can be shorter, 'snapshot' type methods in line with those used in your own setting.

The observation, planning and assessment cycle is much more involved than 'observing the child'. For each observation you are asked to:

- analyse observation evidence in order to assess and plan holistic individual learning reflective of needs and interest
- share each observation record and store the records securely in line with processes and procedures in your early years setting
- identify different assessment methods and techniques and how they are used to inform early years educators of next steps for babies and children

Following your observations, include a reflective account that:

- describes how, when and why to conduct the observation, assessment, and planning cycle to analyse and respond to children's development and interests
- explains any benefits, as well as limitations, to formative assessment, including observation records
- summarises how non-statutory guidance can support the planning cycle for babies and children

The next stage in the cycle is concerned with meeting the individual needs of babies and young children and how this is best achieved, where possible through professional collaboration with the key person, colleagues and parents/carers. You must provide evidence of how you have shared the information you have gained from a minimum of three of your observations with the child's key person, and how this has enabled you to work with others to discuss children's progress and plan the next stages in their learning.

Guidance

Non-statutory guidance includes Development Matters and Birth to 5 Matters:

- www.gov.uk/government/publications/development-matters--2
- www.birthto5matters.org.uk/

Task 2 – LO3, AC3.1 to 3.2, LO6, AC6.1, LO7, AC7.4 to 7.5

This task requires you to provide ongoing, effective learning experiences underpinned by a holistic understanding of the child. Following your discussions with professionals, to consider children's progress and next steps learning, identify a range of experiences and activities that would be supportive of the child's next steps. You are required to do this with each of the three observations shared with the child's key person.

Plan for a professional discussion with your assessor. Your planning documents may include your observations completed from previous tasks. The professional discussion will allow you to:

- describe how assessment informs pedagogy in an early years setting
- identify efficient approaches to assessment, making recommendations
- explain the significance of accurate and coherent records
- explain the importance of conducting proportionate assessment as part of daily practice, prioritising interactions with babies and children

Task 3 – LO1, AC1.1 to 1.5

This task looks at the theoretical, underpinning knowledge involving assessment of babies and young children. You are required to produce an e-information guide to assessment that can be used when summarising the benefits of assessment for parents/carers and other educators.

The e-information guide to assessment must include evidence that:

- describes what is meant by formative assessment and how this shapes teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress
- explains the relationship between formative assessment and the learning and development process
- identifies ways early years educators assess the development of babies and children
- explains how assessment supports effective pedagogical practice, reflective of the needs of individual babies and children
- summarises benefits of assessment for parents/carers and other educators presented as a useful glossary in the e-information guide – the glossary should consider what parents/carers need to know about observation and assessment and define technical language in a straightforward way so that it does not impose a barrier or add confusion for parents/carers

Task 4 – LO4, AC4.1 to 4.2

In this final section you are asked to think about key stages in assessing children's progress.

Research assessment in the early years to outline:

- the progress check at age two
- the reception baseline assessment
- the early years foundation stage (EYFS) profile

Write an account (not exceeding 250 words) to explain the value each key stage of assessment has for:

- the baby or child
- the parents or carers
- curriculum adaptation
- the early years setting
- key stakeholders in planning the next steps

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