

# Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma)

Pearson Placement Experience Assessment Instructions

## Placement Experience Assessment Workbook

This workbook is to be used with the following qualification:

**Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma)**

<b>Student name</b>	
<b>Centre</b>	

<b>Placement name and type (For example, children's centre, private nursery)</b>	<b>Age range</b>	<b>Hours attended</b>
<b>1</b>		
<b>Additional placement</b>		
<b>Total hours</b>		

### Instructions

- You must carefully read this workbook.
- You must submit evidence for each of the tasks. Some tasks include rules about the types of evidence you must submit. For other tasks there may be a choice.
- At all times you must work independently and must not share your work with other students.

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# Introduction to the Placement Experience Assessment Workbook

## The importance of the Placement Experience Assessment Workbook

The Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma) when successfully completed, can contribute essential evidence to support your gaining employment in the role of an Early Years Practitioner or embarking on an apprenticeship in the Early Years Sector. You will develop effective and informed practice and the Workbook should reflect your experiences and activities throughout 280 hours of work placement in an early years setting. You are expected to engage fully in your work placement, developing your skills, practical competence and subject knowledge.

The aim of the Placement Experience Assessment Workbook is to provide you with a tool to record the assessment evidence related to your work placement. This will provide evidence of your own skills in developing early years practice for the role of the Early Years Assistant.

This Placement Experience Workbook is also designed for you to demonstrate good practice and to help you focus your attention on the importance of developing practice skills to your early years qualification.

In this workbook, you must demonstrate the requirements of the relevant assessment criteria in each of the units, linked to a work-placement setting and stated in the TOE EYP 1 section, and record the evidence in your Workbook. This document contains all the information and forms that you need in order to compile your Workbook throughout your period of study.

## Placement requirements for the Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma)

You will undertake a minimum of 280 hours of practical work placements in **an early years setting that offers provision to children ages 0-5**. It is possible to carry out your placement in more than one setting, provided you are able to meet all the Assessment Criteria for your units.

## **Ownership and content of the Placement Experience Assessment Workbook**

The Workbook will include a contribution from different people involved in your learning and experience, but ownership of the Workbook is yours. It is your responsibility to ensure that the Workbook is completed appropriately. The Workbook is designed to be completed over the whole period of your studies. For most people this will be over a one-year period.

## **Demonstrating your skills**

This Workbook is a record of how you have developed your skills in an early years context. It should be indexed and page numbered. It will comprise the following forms:

- **Form TOE-EYP 1 – Unit Assessment: Record of meeting the unit assessment criteria.**

***This is the official record of your achievement against units***

***1,2,3,5,6,7,8,9,10,11 for your Diploma.*** Your Course Assessor will ensure that this formal assessment takes place. The Course Assessor will complete the final sign off for the practical assessment criteria in each of the units. You are expected to have one copy this form for each of your units, supported with additional evidence of meeting the criteria from your placement. Some units may require you to reflect on your own performance against unit assessment criteria and there is a self-assessment form at the end of the relevant unit to help you do this. You are advised to take your own copies of each form once signed off and keep these in a safe place.

- **Form TOE-EYP 2 – Setting Supervisor interim/final report.** The interim form is to be completed during your placement by your Setting Supervisor. The final report should be completed at the end of the placement by your Setting Supervisor demonstrating your skills and competencies.
- **Form TOE-EYP 3 – College Assessor/Placement Officer visit reports.** These are completed during placement visits, each time you are visited. You should have at least two completed TOE-EYP 3 forms in your Workbook.
- **Form TOE-EYP 4 - Final sign-off sheet.** This form will be used at the end of your placement. It will be completed by your College Assessor. It will include comments on the extent to which you have achieved each element of the Workbook.

## Appendices

**Record of placement hours** – You will record the individual hours or days that you have completed in your placement. These hours should be signed off by your Setting Supervisor to show compliance and the correct number of hours has been met.

**Suggested routine write up** – This is a pro forma that can be used or adapted to record routines carried in your placement setting.

**Suggested activity write up** – This is a pro forma that can be used or adapted to record activities carried in your placement setting.

**Suggested observation write up** – This is a pro forma that can be used or adapted to record your own observations you have carried in your placement setting.

Taking pleasure and pride in developing a high-quality Workbook will help with the successful completion of this qualification. Evidence that explores the ways you have developed skills and reflected on your practice using different sources and tools will help you achieve the necessary components.

There are several ways of recording your skills in an early years context. The most commonly used ways are as follows:

- Asking your Setting Supervisor to observe you carrying out a task or activity. They must then sign and date a witness statement and complete an observation/report detailing what they have seen and heard.
- Asking your College Assessor to observe you completing an activity or task, and then obtaining a signed and dated witness statement and observation/report detailing the results.

### Use of photographs

You can include photographs of displays, products, etc. with which you have been involved. Do not photograph children in the setting.

### Recording vocational hours

If you are taking the Pearson BTEC Level 2 Technical Occupational Entry for Early Years Practitioners (Diploma) an essential part of your vocational practice is the completion of a minimum of 280 hours of work placement over the length of your study. Recording your practice is central to the Workbook and you **must** ensure that all your hours are recorded.

The hours you complete at each placement must be recorded on the Form TOE-EYP 4 and will be confirmed by your Setting Supervisor. You should seek confirmation from your setting placement supervisor that you have attended for the hours you are claiming. Your College Assessor will refer to this log when completing the final sign off for the Workbook on Form TOE-EYP 4.

### **Proving competence**

You will need to provide evidence for all criteria and sections of the Workbook. If you do not satisfy your College Assessor in any part of the Workbook you will be required to complete a further resubmission of the unsatisfactory work identified in Form TOE-EYP 3 or 4.

### **Self-assessment**

Throughout the Workbook you should reflect on your own progress towards developing the skills required as an early years practitioner. You should reflect on any relevant areas for improvement or change.

## How to complete the section and forms

### **Form TOE-EYP 1 – Unit Assessment: Record of meeting the unit assessment criteria.**

After you have completed each unit, it is important for there to be a record of your performance against each of the relevant assessment criteria for that unit. Your college assessor will complete this form and confirm that you have achieved, what you did and the evidence to show you achieved the criteria. The end of each section contains a self-assessment form that you can use to reflect how well you have achieved the criteria identified in the unit. For example, you might include a short statement of how you have supported children's play and learning through a planned activity and how well you think this went. You may have been observed by a supervisor during the activity and could refer to the relevant Form TOE-EYP 2 Assessor visit observation report and add all the documentation for the activity to the workbook.

You should ensure that any other evidence you refer to on your self-assessment form is clearly signposted so that it can be cross-referenced to other unit criteria. It is, therefore, recommended that you index and page number your Workbook.

### **Form TOE-EYP 2 – Setting Supervisor interim/final report and Form TOE-EYP 3 – College Assessor/Placement Officer visit report.**

While you are on placement it is essential that your Setting Supervisor assesses your practice skills. Your supervisor should record and date any feedback on the Form TOE-EYP 2. This feedback should be recorded with the term 'interim' circled on the Form TOE-EYP 2 document.

For you to gain sufficient evidence to be able to reflect on your placement, the Setting Supervisor must give you final feedback. The Setting Supervisor's final feedback should be recorded on a separate Form TOE-EYP 2 with the term 'final' circled.

Your College Assessor will be asked to complete honest and comprehensive records about your practice skills in relation to the unit assessment criteria. This means that you need to take an active part in gaining the evidence you require.

Your College Assessor/Placement Officer will be visiting you twice during your placement to assess your practice throughout your programme of study. Progress against your evidence will be discussed, reflecting on any suggested

areas for development. The College Assessor/Placement Officer will reflect and give feedback to you on the Form TOE-EYP 3.

You will note that the criteria for both the Setting Supervisor and the College Assessor/Placement Officer are the same. It is important that the signatory is clearly identified on both Form TOE-EYP 2 and Form TOE-EYP 3.

You **MUST** pass all the units included in the Workbook to achieve the Diploma qualification.



## Form TOE-EYP 1a: Unit 1 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 1 Legislation, Policy and Procedures for Working in Early Years Settings</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b>  <i>Students will complete the necessary documentation to record accidents, incidents, emergencies and illnesses. Records may be of simulated events.</i></p> <p><i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Completed workplace appropriate records</i></li> <li>• <i>Reflective accounts of completing the necessary documentation.</i></li> </ul>
<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>

	<b>How can you action plan to develop these skills and/or qualities further?</b>		
<b>Learning Aim 2</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to follow the work setting procedures for reporting and recording	2.2	Complete workplace documentation for recording accidents, incidents, emergencies and illnesses.	
<b>SECTION 2</b>	<b>EVIDENCE RECORD</b>		
<b>Evidence record:</b>	<b>Type of evidence</b>	<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony		
	Observation record		
	Artefact		
	Photographic evidence		
	Video evidence		
	Student log		
	Other 1 (please state)		
	Other 2 (please state)		
Other 3 (please state)			
<b>Unit Achieved:</b>		<b>Date achieved:</b>	
<b>Assessor signature:</b>			

## Form TOE-EYP 1b: Unit 2 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 2 – Child Development from Birth up to Seven Years</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b>  <i>Students will need to support children through a range of different transitions.</i>  <i>Students will need to carry out a range of activities to support a child's development in speech, language and communication; personal, social and emotional development; physical development, literacy development and numeracy development. They will then need to have a professional discussion with either their supervisor or manager to evaluate how the activities met the child's identified needs.</i>  <i>Students will need to support children in their mathematical learning, ensuring they cover numbers, number patterns, counting, sorting and matching.</i></p> <p><i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Witness statements for professional discussions</i></li> <li>• <i>Observation records to show activities have been implemented and children supported with mathematical learning</i></li> <li>• <i>Reflective accounts of completing the necessary documentation.</i></li> </ul>

<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>		
	<b>How can you action plan to develop these skills and/or qualities further?</b>		
<b>Learning Aim 2</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Understand the potential effects of transitions and other significant events on children's development	2.2	Demonstrate ways to support babies and young children through a range of transitions.	
<b>Learning Aim 3</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to support the development of children	3.1	Carry out activities with a child in early years settings to support their holistic development, to include: speech, language and communication; personal, social and emotional development; physical development; literacy and numeracy.	
	3.2	Support children's interest and development in mathematical learning, including numbers,	

		number patterns, counting, sorting and matching.	
	3.3	Work with a colleague to evaluate the extent to which the activities meet the child's identified development needs.	
<b>SECTION 2</b>	<b>EVIDENCE RECORD</b>		
<b>Evidence record:</b>	<b>Type of evidence</b>		<b>Tick (as appropriate)</b>
	Witness testimony		
	Observation record		
	Artefact		
	Photographic evidence		
	Video evidence		
	Student log		
	Other 1 (please state)		
	Other 2 (please state)		
Other 3 (please state)			
<b>Unit Achieved:</b>			<b>Date achieved:</b>
<b>Assessor signature:</b>			

## Form TOE-EYP 1c: Unit 3 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 3 Contribute to the Health and Safety of Babies and Young Children</b>
<b>TASK(S)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b></p> <p><i>Through workplace practice, students will demonstrate their skills in health and safety by using equipment and materials appropriately and safely.</i></p> <p><i>Students will show an understanding of how to prevent the spread of infection, through using PPE, washing hands, disposing of waste safely and dealing with spillages appropriately.</i></p> <p><i>Students will need to ensure they are witnessed by their supervisor or manager, so they are able to provide signed observation records.</i></p> <p><i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Observation records and witness statements, signed by manager/supervisor.</i></li> <li>• <i>Reflective accounts of own work in infection control and safety measures.</i></li> </ul>

<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>		
	<b>How can you action plan to develop these skills and/or qualities further?</b>		
<b>Learning Aim 1</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to recognise risks and hazards in the work setting and during off-site visits.	1.4	Contribute to health and safety risk assessment in areas of the work setting and for off-site visits.	
	1.5	Demonstrate safe use of equipment, furniture and materials in line with requirements of both manufacturer and setting.	

Learning Aim 4	AC	Assessment criterion	Description of how each criterion has been covered.	
Be able to follow infection control procedures	4.3	Demonstrate use of personal protective clothing to avoid spread of infection		
	4.4	Demonstrate how to wash and dry hands to avoid the spread of infection		
	4.5	Demonstrate safe disposal of waste to avoid the spread of infection.		
	4.6	Deal with spillages safely to prevent the spread of infection.		
<b>SECTION 2</b>	<b>EVIDENCE RECORD</b>			
<b>Evidence record:</b>	<b>Type of evidence</b>		<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony			
	Observation record			
	Artefact			
	Photographic evidence			
	Video evidence			
	Student log			
	Other 1 (please state)			
	Other 2 (please state)			
Other 3 (please state)				
<b>Unit Achieved:</b>			<b>Date achieved:</b>	
<b>Assessor signature:</b>				



## Form TOE-EYP 1d: Unit 5 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 5 Supporting Babies and Young Children with Special Educational Needs and Disabilities</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b></p> <p><i>Through workplace discussions, students will show their understanding of the needs of children with special educational need and disabilities within their workplace. They will contribute to the inclusion of these children by identifying barriers to inclusion and demonstrating ways to support inclusion. The students will need to implement adaptations to support children to participate in the full range of activities and experiences, including the use of specialist aids and equipment. The students will need to support the assessment, planning, implementation and review of babies and children's individual plan.</i></p> <p><i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Witness statements of discussions</i></li> <li>• <i>Observation records, signed by manager/supervisor, of support given to children.</i></li> <li>• <i>Reflective accounts of own work with children who have special educational needs and/or disabilities.</i></li> </ul>
<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>

<b>How can you action plan to develop these skills and/or qualities further?</b>			
<b>Learning Aim 1</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Understand the needs of children in own care with special educational needs and disabilities	1.1	Describe the relationship between special educational needs and disability.	
	1.2	Describe the nature of the special educational needs and/or disabilities of children with whom they work	
	1.3	Describe the special provision required by children with whom they work	
<b>Learning Aim 2</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to contribute to the inclusion of children with special educational needs and disabilities	2.1	Obtain information about the individual needs, capabilities and interests of children with special educational needs and disabilities with whom they work.	
	2.2	Identify barriers to participation for children with special educational needs and disabilities with whom they work.	
	2.3	Demonstrate ways of supporting inclusion and inclusive practices in own	

		work with children with special educational needs and disabilities	
<b>Learning Aim 3</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to support children with special educational needs and those with disabilities to participate in the full range of activities and experiences	3.1	Identify and implement adaptations that can be made to support children with special educational needs and disabilities to participate in the full range of activities and experiences provided by the setting.	
	3.2	Support the assessment, planning, implementation and reviewing of each baby and young child's individual plan for their care and participation in line with the Graduated Approach	
	3.3	Support children to use specialist aids and equipment as necessary to enable them to participate in activities and experiences.	
	3.4	Demonstrate ways of supporting participation and equality of access for children with special educational needs and disabilities	
<b>SECTION 2</b>	<b>EVIDENCE RECORD</b>		
<b>Evidence record:</b>	<b>Type of evidence</b>	<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony		
	Observation record		
	Artefact		
	Photographic evidence		

	Video evidence		
	Student log		
	Other 1 (please state)		
	Other 2 (please state)		
	Other 3 (please state)		
<b>Unit Achieved:</b>		<b>Date achieved:</b>	
<b>Assessor signature:</b>			

## Form TOE-EYP 1e: Unit 6 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 6 Supporting Children’s Communication, Literacy and Language Development</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b></p> <p><i>Through workplace practice, students will demonstrate their skills in communicating with babies and young children across the age ranges of 0-2 years, 2-3 years and 3-5 years. They will need to ensure they adapt their own behaviour to meet the communication needs of the baby or child involved.</i></p> <p><i>Students will show they are able to support children’s interest in literacy, to include mark making, writing, reading and being read to.</i></p> <p><i>Students need to use a range of different methods to communicate information about the children with other adults.</i></p> <p><i>Students will need to ensure they are witnessed by their supervisor or manager, during the interaction, so they are able to provide signed observation records.</i></p> <p><i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Observation records, signed by manager/supervisor.</i></li> <li>• <i>Reflective accounts of own work in communicating with children and supporting their literacy development.</i></li> </ul>

<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>		
	<b>How can you action plan to develop these skills and/or qualities further?</b>		
<b>Learning Aim 1</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to communicate with babies and young children	1.1	Communicate with babies and young children in a way that is appropriate to them, using both conventional language and body language: 0-2 yrs., 2-3 yrs., 3-5 yrs.	
	1.2	Actively listen to babies and young children, and value what they say, experience and feel.	
	1.3	Demonstrate how to extend children's development and learning through verbal and non-verbal communication.	
	1.4	Encourage babies and young children to use a range of communication methods.	

	1.5	Check that babies and young children understand what is communicated.	
<b>Learning Aim 2</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to meet the communication and language needs, wishes and preferences of babies and young children	2.5	Support children's early interest and development in mark making, writing, reading and being read to	
	2.6	Demonstrate a range of communication methods to exchange information about children with adults.	
	2.7	Demonstrate communication methods and ways of adapting own behaviour that meet a child or baby's communication needs, wishes and preferences.	

SECTION 2	EVIDENCE RECORD		
<b>Evidence record:</b>	<b>Type of evidence</b>	<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony		
	Observation record		
	Artefact		
	Photographic evidence		
	Video evidence		
	Student log		
	Other 1 (please state)		
	Other 2 (please state)		
Other 3 (please state)			
<b>Unit Achieved:</b>		<b>Date achieved:</b>	
<b>Assessor signature:</b>			



## Form TOE-EYP 1f: Unit 7 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 7 Understand Partnership Working for the Benefit of Babies and Young Children</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b>  <i>During interactions with parents and carers, students will encourage them to take an active role in their child's health, wellbeing, learning and development.</i>  <i>Students will need to ensure these interactions are witnessed by their supervisor or manager, so they are able to provide evidence these interactions met the criterion.</i>  <i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Observation records, signed by manager/supervisor, of interactions with parents and carers.</i></li> <li>• <i>Reflective accounts of own work in encouraging parents to take an active interest in their child's health, wellbeing, learning and development.</i></li> </ul>
<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>

<b>How can you action plan to develop these skills and/or qualities further?</b>			
<b>Learning Aim 3</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Understand the importance of partnerships with parents and carers	3.2	Encourage parents and carers to take an active role in the baby's/young child's health, wellbeing, learning and development.	
<b>Learning Aim 4</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to build positive relationships and work cooperatively with people involved in the care of children	4.3	Demonstrate how to listen and build relationships with people involved in the care of children.	

SECTION 2	EVIDENCE RECORD		
<b>Evidence record:</b>	<b>Type of evidence</b>	<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony		
	Observation record		
	Artefact		
	Photographic evidence		
	Video evidence		
	Student log		
	Other 1 (please state)		
	Other 2 (please state)		
Other 3 (please state)			
<b>Unit Achieved:</b>		<b>Date achieved:</b>	
<b>Assessor signature:</b>			

## Form TOE-EYP 1g: Unit 8 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 8 Promote the Health and Wellbeing of Babies and Young Children in Early Years Settings</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b></p> <p><i>Through workplace discussions with their supervisor or manager, students will show their understanding of rest and sleep. They will also discuss the short-term and long-term impacts of health and wellbeing on children's development.</i></p> <p><i>Students will carry out a range of activities and routines to promote the health and wellbeing of babies and young children. These will include:</i></p> <ul style="list-style-type: none"> <li>• <i>Meeting and greeting babies and young children.</i></li> <li>• <i>Providing opportunities for children to engage in activities of their choice.</i></li> <li>• <i>Providing opportunities for children to be physically active</i></li> <li>• <i>Supporting personal care routines</i></li> <li>• <i>Carrying out personal care routines, including eating, nappy changing, potty or toilet training, care of skin, teeth and hair, rest and sleep.</i></li> <li>• <i>Encouraging babies and young children to eat healthy balanced meals.</i></li> <li>• <i>To encourage children to drink at meal or snack times.</i></li> </ul> <p><i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Witness statements of discussions</i></li> <li>• <i>Observation records, signed by manager/supervisor.</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Reflective accounts of own work which promoted the health and wellbeing of babies and children and/or disabilities.</i></li> </ul>		
<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>		
	<b>How can you action plan to develop these skills and/or qualities further?</b>		
<b>Learning Aim 1</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to support a positive environment that meets the individual needs of babies and young children and supports their health and wellbeing, learning and development	1.1	Meet and greet babies and young children in a way that welcomes them into the work setting.	
	1.2	Provide opportunities for babies and young children to engage in activities of their choice and to keep physically active.	
	1.3	Provide activities and resources to meet the individual needs of babies and young children.	

	1.4	<p>Explain the rest and sleep provision in your setting for:</p> <ul style="list-style-type: none"> <li>• a baby 0–12 months</li> <li>• a toddler aged 18 months.</li> <li>• a child aged 3 years.</li> </ul>	
	1.5	Explain safe sleep practices which minimise the risk of sudden infant death syndrome (SIDS).	
<b>Learning Aim 2</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to support the personal care needs of babies and young children within a positive environment	2.1	Explain how to effectively care for babies' and young children's skin, hair and teeth.	
	2.2	Demonstrate how to support personal care routines that meet the individual needs of babies and young children, encourage them to develop personal hygiene practices, including oral hygiene and promote their resilience, independence, health and wellbeing.	
	2.3	<p>Carry out respectful care routines appropriate to the development, stage, dignity and needs of the baby/child, including:</p> <ul style="list-style-type: none"> <li>• eating (feeding and weaning/complementary feeding)</li> <li>• nappy-changing procedures</li> <li>• potty/toilet training</li> <li>• care of skin, teeth and hair</li> <li>• rest and sleep provision</li> </ul>	

	2.4	Explain the short- and long-term impact of health and wellbeing on children's development.	
<b>Learning Aim 3</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to support the nutritional and dietary needs of babies and young children	3.5	Demonstrate how to encourage babies and young children to eat healthy balanced meals and to keep hydrated at meal or snack time.	
<b>SECTION 2</b>	<b>EVIDENCE RECORD</b>		
<b>Evidence record:</b>	<b>Type of evidence</b>	<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony		
	Observation record		
	Artefact		
	Photographic evidence		
	Video evidence		
	Student log		
	Other 1 (please state)		
	Other 2 (please state)		
Other 3 (please state)			
<b>Unit Achieved:</b>		<b>Date achieved:</b>	
<b>Assessor signature:</b>			

## Form TOE-EYP 1h: Unit 9 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 9 Supporting Children's Learning through Play</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b></p> <p><i>Students will show an understanding of the importance of play and the different stages of play, through professional discussion. They will support children's play and learning by planning and carrying out a range of activities. During these, they support development and show an awareness of inclusive practice. Students will then review their activity plans with their supervisor manager.</i></p> <p><i>Students will need to ensure these interactions are witnessed by their supervisor or manager, so they are able to provide evidence these interactions met the criterion.</i></p> <p><i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Witness statements of professional discussions</i></li> <li>• <i>Observation records, signed by manager/supervisor, of play activities and interactions with parents and carers.</i></li> <li>• <i>Reflective accounts of the activities they implemented</i></li> </ul>



<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>		
	<b>How can you action plan to develop these skills and/or qualities further?</b>		
<b>Learning Aim 1</b>	AC	Assessment criterion	Description of how each criterion has been covered.
Understand the nature and importance of play and leisure activities.	1.1	Explain the importance of play and leisure activities for children, and how they contribute to children's development.	
	1.2	Explain the terms: adult led activities, child-initiated activities, spontaneous experiences.	
	1.3	Outline the characteristics and benefits of: <ul style="list-style-type: none"> <li>• solitary play</li> <li>• parallel play</li> <li>• associative play</li> <li>• cooperative play</li> <li>• freely chosen play.</li> </ul>	

		<ul style="list-style-type: none"> <li>self-directed play and leisure</li> </ul>	
<b>Learning Aim 2</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to support children's play, promote positive behaviour and implement an inclusive practice	2.1	Demonstrate ways to encourage babies and young children to be physically active through one planned and one spontaneous indoor and outdoor play and leisure activity.	
	2.2	Demonstrate inclusive practice, ensuring that every child is included and supported.	
	2.3	Demonstrate interaction with children in a way that shows you: <ul style="list-style-type: none"> <li>are interested in what they say, experience and feel</li> <li>respect their privacy and freedom to make choices for themselves</li> <li>encourage and praise them during play and activities.</li> </ul>	
	2.4	Model and promote positive behaviour to young children.	
	2.5	Demonstrate ways to encourage babies and young children to clear away after activities.	
<b>Learning Aim 3</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>

Be able to support young children through purposeful play and educational learning.	3.1	Plan and carry out a range of activities, play opportunities and educational activities to support		
	3.2	Demonstrate ways of encouraging children to manage risk and challenge in play and leisure activities for themselves.		
	3.3	Support children's interest and development in Mathematics learning.		
	3.4	Review activity plans that support young children's play, creativity, social skills, literacy and numeracy.		
<b>SECTION 2</b>	<b>EVIDENCE RECORD</b>			
<b>Evidence records:</b>	<b>Type of evidence</b>		<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony			
	Observation record			
	Artefact			
	Photographic evidence			
	Video evidence			
	Student log			
	Other 1 (please state)			
	Other 2 (please state)			
	Other 3 (please state)			
<b>Unit Achieved:</b>		<b>Date achieved:</b>		
<b>Assessor signature:</b>				

## Form TOE-EYP 1i: Unit 10 Record of meeting the unit assessment criteria.

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 10 Contribute to Observation, Assessment and Planning to Support Children’s Development</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b>  <i>Students will show they are able to observe the different areas of children’s development. They will then be able to assess the children’s developmental needs, in line with the EYFS. They will need to record these observations and assessments and share them with their supervisor or manager.</i>  <i>Students will assess a child’s overall development and produce a plan to meet the holistic development needs of an individual child. The student will need to be able to explain to their supervisor or manager why they selected particular assessment methods.</i></p> <p><i>Sources for types of evidence for the portfolio</i></p> <ul style="list-style-type: none"> <li>• <i>Witness statements of professional discussions</i></li> <li>• <i>Observation records</i></li> <li>• <i>Written evidence of assessments and plans</i></li> <li>• <i>Reflective accounts of own work in carrying out observations and assessments</i></li> </ul>

<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>		
	<b>How can you action plan to develop these skills and/or qualities further?</b>		
<b>Learning Aim 1</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to contribute to assessments of the development needs of children	1.3	Observe children in line with the EYFS, assess, plan and record the outcomes, sharing results accurately and confidentially in line with expected current framework and setting's requirements.	
	1.4	Suggest ways the identified development needs of a child can be met in the work setting.	
<b>Learning Aim 4</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to assess the development needs of	4.1	Assess a child's development in the following areas: <ul style="list-style-type: none"> <li>physical</li> </ul>	

children and prepare a development plan		<ul style="list-style-type: none"> <li>• communication/language</li> <li>• intellectual/cognitive</li> <li>• social, emotional and behavioural</li> </ul>	
	4.2	Explain the selection of the assessment methods used.	
	4.3	Develop a plan to meet the holistic development needs of a child through a range of play, creativity, social development and learning activities.	
<b>SECTION 2</b>	<b>EVIDENCE RECORD</b>		
<b>Evidence record:</b>	<b>Type of evidence</b>	<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony		
	Observation record		
	Artefact		
	Photographic evidence		
	Video evidence		
	Student log		
	Other 1 (please state)		
	Other 2 (please state)		
Other 3 (please state)			
<b>Unit Achieved:</b>		<b>Date achieved:</b>	
<b>Assessor signature:</b>			

## Form TOE-EYP 1j: Unit 11 Record of meeting the unit assessment criteria

<b>Section 1</b>	<b>ACHIEVEMENT AGAINST ASSESSMENT CRITERIA</b>
<b>Student name</b>	
<b>Assessor Name</b>	
<b>Unit number and title</b>	<b>Unit 11 Introduction to Personal Development for Early Years Practitioners</b>
<b>TASK(s)</b> <b>(Refer to guidance in Unit for further detail)</b>	<p><b>Suggested assessment activity guidance</b></p> <p><b>Suggested Activity</b></p> <p>Review the Reflection on Development of Skills sections you have completed in this workbook (including this TOE form- as reflection is itself a skill you will develop). Add o these sections now you have a perspective on how well you have achieved these skills. Think about areas for further development.</p> <p>Explain why this exercise has been important in helping you develop skills.</p> <p>Sources for types of evidence for the portfolio</p> <ul style="list-style-type: none"> <li>• Reflection on Development of Skills sections in each unit</li> <li>• Written account explaining the importance of reflection.</li> </ul>

<b>Reflection on development of skills</b>	<b>What skills or qualities have you developed in completing the activities for this unit?</b>		
	<b>How can you action plan to develop these skills and/or qualities further?</b>		
<b>Learning Aim 2</b>	<b>AC</b>	<b>Assessment criterion</b>	<b>Description of how each criterion has been covered.</b>
Be able to reflect on own work activities	2.1	<p>Reflect on, giving examples, how well you have fulfilled your role and responsibilities in relation to the following procedures and practices:</p> <ul style="list-style-type: none"> <li>• reporting/disclosure/whistleblowing</li> <li>• protecting children</li> <li>• promoting the welfare of babies and young children</li> <li>• safeguarding and security</li> <li>• confidentiality</li> <li>• sharing information</li> <li>• use of technology</li> <li>• providing care and compassion to children</li> <li>• working with colleagues and other professionals</li> </ul>	



	2.2	Explain why reflecting on practice is an important way to develop knowledge, skills and practice.	
<b>SECTION 2</b>	<b>EVIDENCE RECORD</b>		
<b>Evidence record:</b>	<b>Type of evidence</b>	<b>Tick (as appropriate)</b>	<b>Location of evidence</b>
	Witness testimony		
	Observation record		
	Artefact		
	Photographic evidence		
	Video evidence		
	Student log		
	Other 1 (please state)		
	Other 2 (please state)		
Other 3 (please state)			
<b>Unit Achieved:</b>		<b>Date achieved:</b>	
<b>Assessor signature:</b>			

## Form TOE-EYP 2 Setting Supervisor interim/final report\*

(\*Delete as appropriate)

(This is feedback from your work placement, regarding your progress made whilst on placement You will need an interim report and a final report).

Please tick the appropriate box below to indicate student's current level of competency.

Student				Date
Name of work-placement setting				
Placement start date:				Number of hours completed to date
Demonstrating the professional behaviours required in early years settings	Needs improving and developing	Satisfactory	Good	Excellent
Mirrors good practice of other staff				
Punctuality				
Attendance				
Following signing in and out procedures				
Appropriate presentation				
Positive Approach to work				
Implements setting's policies				
Is alert, focused and vigilant				

Uses initiative to complete unit tasks in placement – sharing with the Setting Supervisor, gathering resources				
Plans for self-improvement				
<b>Developing the communication skills needed for working with adults in early years settings</b>	<b>Needs Improving and Developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Responds to advice and guidance				
Communicates effectively with adults				
Uses initiative and asks for advice if unsure				
Ability to receive and follow instructions				
Greeting or interacting with visitors appropriately				
Uses appropriate and professional language				
Contributes to discussions regarding their role in the setting as required				
<b>Supporting daily practice in early years settings</b>	<b>Needs improving and developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Acts promptly and efficiently to support practitioners in meeting the needs of children				
Works as a member of the team				

Uses routines to enhance learning				
Follows setting's planning				
Aware of the general needs and abilities of children in the age range				
<b>Supporting Physical Care Routines</b>	<b>Needs improving and developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Follow health and safety policies and procedures				
Follows setting's planning				
Differentiates to respond to children's individual needs				
Acts promptly and efficiently to the needs of children				
Uses routines to enhance learning				
<b>Supporting children at meal and snack times</b>	<b>Needs improving and developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Assists in planning activities and shares information with the supervisor				
Aware of the dietary needs of children during meal and snack times				
Tidies away after meal and snack times				

<b>Maintain safe environments for carrying out physical care routines in early years settings</b>	<b>Needs Improving and Developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Contributes to general safety checks				
Helps maintain cleanliness and hygiene in the setting				
Participates in setting up and tidying away activities throughout the day				
<b>Supporting young children in planned play and learning activities</b>	<b>Needs improving and developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Carries out and supports activities and feeds back to the supervisor				
Supports children's play experiences				
Values children's efforts				
Uses routines to enhance learning				
Follows setting's planning				
<b>Setting Supervisor name</b>				
<b>Setting Supervisor signature</b>				
<b>Setting Supervisor comments</b>				

<b>Action/development required</b>	
<b>School/College Assessor name</b>	
<b>School/College Assessor signature</b>	
<b>School/College Assessor comments</b>	
<b>Student signature</b>	
<b>Student comments</b>	

## Form TOE EYP 3 College Assessor/Placement Officer visit report

To be completed by the College Assessor/Placement Officer. Please tick the appropriate box below to indicate student's current level of achievement.

(This is feedback from your placement officer, regarding your progress made whilst on placement You should have at least two completed forms in your workbook)

Student				Date	
Name of work-placement setting					
Placement start date:				Number of hours completed to date	
Demonstrating the professional behaviours required in early years settings	Needs improving and developing	Satisfactory	Good	Excellent	
Mirrors good practice of other staff					
Punctuality					
Attendance					
Following signing in and out procedures					
Appropriate presentation					
Positive Approach to work					
Implements setting's policies					

Is alert, focused and vigilant				
Uses initiative to complete unit tasks in placement – sharing with the Setting Supervisor, gathering resources				
Plans for self-improvement				
<b>Developing the communication skills needed for working with adults in early years settings</b>	<b>Needs Improving and Developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Responds to advice and guidance				
Communicates effectively with adults				
Uses initiative and asks for advice if unsure				
Ability to receive and follow instructions				
Greeting or interacting with visitors appropriately				
Uses appropriate and professional language				
Contributes to discussions regarding their role in the setting as required				
<b>Supporting daily practice in early years settings</b>	<b>Needs improving and developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Acts promptly and efficiently to support practitioners in meeting the needs of children				



Works as a member of the team				
Uses routines to enhance learning				
Follows setting's planning				
Aware of the general needs and abilities of children in the age range				
<b>Supporting Physical Care Routines</b>	<b>Needs improving and developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Follow health and safety policies and procedures				
Follows setting's planning				
Differentiates to respond to children's individual needs				
Acts promptly and efficiently to the needs of children				
Uses routines to enhance learning				
<b>Supporting children at meal and snack times</b>	<b>Needs improving and developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Assists in planning activities and shares information with the supervisor				
Aware of the dietary needs of children during meal and snack times				
Tidies away after meal and snack times				

<b>Maintain safe environments for carrying out physical care routines in early years settings</b>	<b>Needs Improving and Developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Contributes to general safety checks				
Helps maintain cleanliness and hygiene in the setting				
Participates in setting up and tidying away activities throughout the day				
<b>Supporting young children in planned play and learning activities</b>	<b>Needs improving and developing</b>	<b>Satisfactory</b>	<b>Good</b>	<b>Excellent</b>
Carries out and supports activities and feeds back to the supervisor				
Supports children's play experiences				
Values children's efforts				
Uses routines to enhance learning				
Follows setting's planning				
<b>School/College Assessor/Placement Officer name</b>				
<b>School/College Assessor/Placement Officer signature</b>				
<b>School/College Assessor/Placement Officer comments</b>				
<b>Action/development required</b>				

<b>Setting Supervisor name</b>	
<b>Setting Supervisor name</b>	
<b>Setting Supervisor comments</b>	
<b>Student signature</b>	
<b>Student comments</b>	
<b>Date of next review</b>	

## Form TOE EYP 4 Final Sign-Off sheet

### (Summary record of work placement hours)

You will need to complete this form following your placement and ensure it is signed by an occupationally competent member of staff from your college/school or Setting Supervisor.

<b>Student Name</b>	
<b>School/College</b>	
<b>Placement setting name</b>	
<b>Supervisor name</b>	
<b>Dates of placement</b>	
<b>Number of hours completed.</b>	

<b>College Placement Officer signature</b>		<b>Date</b>	
<b>College Placement Officer comments</b>			

<b>College Assessor signature</b>		<b>Date</b>	
<b>College Assessor comments</b>			

# **Placement Experience Assessment Workbook supporting documents**

**Record of hours in placement**

**Suggested routine write-up.**

**Suggested activity write-up.**

**Suggested observation write-up.**

**Witness statement**

## Daily Record of hours in placement

Student name \_\_\_\_\_

Setting name \_\_\_\_\_

Type of setting \_\_\_\_\_

Dates attended: From \_\_\_\_\_ to \_\_\_\_\_

Supervisor name and role \_\_\_\_\_

Date	Time	Supervisor signature
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**Suggested physical care routine write-up**

<b>Date</b>	<b>Time</b>
<b>Location (be specific)</b>	<b>Aim of routine</b>
<b>Age of children</b>	<b>Number of children/adult-child ratio</b>

**A general description of the routine**



--

<b>Describe your role in implementing the routine.</b>
--

<b>Describe the learning opportunities for children which arose in the routine.</b>
---

<b>Why is the routine important for the children and the setting.</b>
---

<b>Describe the skills required to carry out the routine.</b>
---

<b>Signature of supervisor to prove implementation</b> (please make sure you get the routine sheet signed by your supervisor to prove that you played an active role in the routine)	
<b>Signature</b>	<b>Date</b>

**Evaluation** (What went well? What didn't go well? Did the children learn? How do you know? Did they achieve the learning outcomes? What has this routine told you about the children? How could you develop the routine?)

If you did the routine again, what would you change and why? What have you learned, reflect on the routine as a whole?)

Large empty rectangular box for notes or observations.

**Signature of Setting Supervisor who witnessed implementation of the routine.**

<b>Signature</b>	<b>Date</b>
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## Suggested supporting children's learning through play activity write up.

<b>Date</b>	<b>Time</b>
<b>Area</b>	<b>Activity title</b>
<b>Age of child/children</b>	<b>Number of children/adult-child ratio</b>

**Proposed learning outcomes** (for example what do you hope the children will learn during the activity, link to the appropriate curriculum/stage of development, e.g., EYFS/NC/milestones)

**Brief description of the activity** (for example what the children will do and what you expect to do)

**Resources/Equipment** (for example list everything you expect to use or to need including commenting on the space and location)

**Language input** (for example comment on any new words, conversational language and free expression)

**Health and Safety** (for example consider the surroundings and the equipment for the child/children's safety and the staff safety)

**Individual needs** (for example consider any alterations you may need to undertake to allow all children to access the activity)

**Role of the adult** (for example you need to consider your role and that of any supporting adult in the setup, during and after the activity)

**Evaluation** (What went well? What didn't go well? Did the children learn? How do you know? Did they achieve the learning outcomes? What has this activity told you about the children? How could you extend the activity?)

If you did the activity again, what would you change and why? What have you learned, reflect on the activity as a whole?)

**Signature of Setting Supervisor who witnessed implementation of activity.**

**Signature**

**Date**

## Suggested observation write-up.

<b>Age of child/children</b>	<b>Date and time of observation</b>
<b>Type of observation</b> (for example narrative/post-it notes)	<b>Aim of observation</b> (for example, to observe a child's literacy skills during a literacy activity)
<b>Rationale</b> - why the method of observation was chosen:	

<b>Outline briefly the details of the setting</b> (for example location, intake of children, type of setting)
<b>Outline the context of the setting</b> (for example what is happening in the room at the time of the observation)



**Observation write-up**

**Consider:**

**Describe the stages/milestones of development the child/children demonstrated and identify whether the child/children has met their stage/milestone or not.**

**Suggest specific activities or adult support which would help the child/children progress through the stages/milestones you have identified during the observation.**

Large empty rectangular box for observation notes.

**Signature of Setting Supervisor who witnessed implementation of the observation.**

**Signature**                      **Date**



## **Witness statement**

A witness statement is used to provide a written record of student performance against targeted assessment criteria. Anyone in the placement, who has witnessed the skills being demonstrated, can complete this witness statement. It can be someone who does not have direct knowledge of the qualification, unit or evidence requirements as a whole, but who is able to make a professional judgement about the performance of the student in the given situation.

The witness statement enables the assessor to judge the standard and validity of performance against the grading criteria, if:

- the witness is provided with clear guidance on the desirable characteristics required for successful performance.
- the evidence requirements are present on the witness testimony (this may need further amplification for a non-assessor)
- the student or witness also provides a statement of the context in which the evidence is set.

The witness statement does not confer an assessment decision. The assessor must:

- consider all the information in the witness statement.
- note the relevant professional skills of the witness to make a judgement of performance.
- review supporting evidence when making an assessment decision.
- review the statement with the student to enable a greater degree of confidence in the evidence.
- be convinced that the evidence presented by the witness statement is valid, sufficient and authentic.

When a number of witnesses are providing testimonies:

- it may be helpful to collect specimen signatures.
- all witness testimonies should be signed and dated by the witness.
- information of their job role/relationship with the student should also be recorded.

These details add to the validity and authenticity of the testimony and the statements made in it. Centres should note that witness testimonies can form a vital part of the evidence for a unit, but they should not form the main or majority assessment of the unit.

<b>Student name</b>			
<b>Qualification</b>			
<b>Unit number and title</b>			
<b>List the assessment criteria for which the activity provides evidence</b>			
<b>Description of activity/skill witnessed</b>			
<b>Witness name</b>		<b>Job role</b>	
<b>Witness signature</b>		<b>Date</b>	
<b>Student name</b>			
<b>Student signature</b>		<b>Date</b>	

<b>Assessor name</b>			
<b>Assessor signature</b>		<b>Date</b>	