



Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Assistant)

Placement Experience Assessment Portfolio of Evidence

For qualifications starting first teaching September 2017

This Portfolio of Evidence is to be used with the following qualification:

Pearson BTEC Level 2 Technical Certificate in Children's Play, Learning and Development (Early Years Assistant)

| | |
|--------------|--|
| Learner name | |
| Centre | |

| Placement name, telephone number and type (for example children's centre, private nursery) | | Age range | Hours attended |
|---|--|-----------|----------------|
| 1 | | | |
| Additional placement | | | |
| Total hours | | | |

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at [qualifications.pearson.com/contact us](http://qualifications.pearson.com/contact-us)

About Pearson

Pearson is the world's leading learning company, with 35,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Materials may include textbooks, journals, magazines and other publications and websites.)

Contents

| | |
|--|-----------|
| Introduction to the Placement Experience Assessment Portfolio of Evidence | 1 |
| The importance of the Placement Experience Assessment Portfolio of Evidence | 1 |
| Evidencing assessment material | 2 |
| Portfolio of Evidence forms and potential documents to record performance | 3 |
| Portfolio of evidence (learner) forms | 3 |
| Form TD-CPLD 1 – Record of meeting the unit assessment criteria | 3 |
| Documents to record evidence of performance | 4 |
| Write-up | 4 |
| Use of photographs | 4 |
| Self-assessment | 4 |
| Recording vocational hours | 4 |
| Proving competence | 5 |
| Forms for the setting/assessor and internal verifier | 6 |
| Form TD-CPLD 2 – Setting Supervisor interim/final report | 6 |
| Form TD-CPLD 3 – School/College Assessor/Placement Officer visit reports | 6 |
| Form TD-CPLD 5 – Final sign-off sheet | 6 |
| Form TD-CPLD 1 – Record of meeting the unit assessment criteria | 7 |
| A.UNIT 3: Developing Professional Practice Skills for Work in Early Years Settings | 7 |
| B.UNIT 4: Supporting Children’s Physical Care Needs in Early Years Settings | 13 |
| C.UNIT 5: Supporting Children’s Learning through Play | 19 |
| D.UNIT 6: Supporting Children’s Communication, Literacy and Language Development | 25 |
| Form TD-CPLD 2 – Setting Supervisor interim/final report* | 31 |
| Form TD-CPLD 4 – Final sign-off sheet | 40 |
| Appendix A: Learner forms | 41 |
| Suggested physical care routine write-up | 41 |
| Suggested supporting children’s learning through play activity write-up | 43 |
| Suggested observation write-up | 45 |
| Daily record of hours in placement | 48 |
| Appendix B: Forms for the setting and assessors/Internal Verifiers | 49 |
| Witness statement | 49 |
| Guidance for completing the Record of Activity | 51 |
| Observation record | 52 |
| Witness statement | 52 |
| Appendix C | 54 |

Introduction to the Placement Experience Assessment Portfolio of Evidence

The importance of the Placement Experience Assessment Portfolio of Evidence

The Pearson BTEC Level 2 Technical Diploma in Children's Play, Learning and Development (Early Years Assistant) will support you in gaining employment or going on an apprenticeship in an early years setting when the qualification is successfully completed. Evidence captured during your placement will support your progression.

You will carry out a minimum of 280 hours of practical work placement that will take place in **early years settings that offer provision to children aged 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 internal units.

You are expected to fully engage in your work placement, developing your practical skills and knowledge.

The Portfolio of Evidence will be used to record assessment evidence related to your work placement. It will allow you to demonstrate good practice and to help you focus your attention on the importance of developing practice skills to your early years qualification.

You are required to record assessment evidence related to your work placement for the following units:

- Unit 3: Developing Professional Practice Skills for Work in Early Years Settings
- Unit 4: Supporting Children's Physical Care Needs in Early Years Settings
- Unit 5: Supporting Children's Learning through Play
- Unit 6: Supporting Children's Communication, Literacy and Language Development

Evidence collected will support you in completing *Unit 7: Developing Professional Practice in Early Years Settings*, which is the synoptic unit for this qualification.

Evidencing assessment material

There are several ways of recording your skills in an early years context.

This document contains all the information and forms that you need in order to compile your Portfolio of Evidence throughout your period of study.

The Portfolio of Evidence will include a contribution from different people involved in your learning and experience, but ownership of the Portfolio of Evidence is yours. It is your responsibility to ensure that the Portfolio of Evidence is completed appropriately.

Portfolio of Evidence forms and potential documents to record performance

Portfolio of evidence (learner) forms

Form TD-CPLD 1 – Record of meeting the unit assessment criteria

For each unit a *Form TD-CPLD 1* must be completed.

Your Course Assessor will ensure that this formal assessment takes place. After you have completed the formal assessment activities related to the unit, you are required to complete the following sections on this form:

- learner name
- reflection on development of skills
- learner signature and date.

This form must be supported with evidence of how you met the requirements of the unit (assessment criteria) in the work placement. Some units may require you to reflect on your own performance. The *Reflection on development of skills* section of this form will allow you to produce a self-assessment of your performance. 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 TD-CPLD 2*, witness statement or Assessor visit observation report and add all the documentation for the activity to the Portfolio of Evidence.

You should try and put in as much evidence as possible of how you supported children's play and learning, including any plans, designs, notes and conversations that you had to back up the observation.

The Course Assessor will complete the final sign-off for the practical assessment criteria in each of the units.

Your School/College Assessor will complete the *Assessment Record Sheet* found at the end of the *Form TD-CPLD 1*, confirming activities completed and achievement. They will also help you to compile the evidence to show how you achieved the criteria.

You should ensure that any other evidence you refer to in your portfolio 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 Portfolio of Evidence.

Documents to record evidence of performance

Other forms of evidence are required to record evidence performance, including write-ups, photographs and self-assessment. This document contains forms that can be copied and used with each unit to evidence performance. These forms can be found in *Appendix A*.

Write-up

Examples of forms that can be copied and used where required to record evidence that shows how you met unit requirements identified in *Assessment criteria* in *Form TD-CPLD 1* can be found in *Appendix A*. Evidence can be collected in many ways, the forms in the appendices are suggestions and write-ups, they should be accompanied with other evidence such as observation(s) from your assessor, witness statements, plans, designs, notes and conversations that you had to back up the observation, photos and video.

The documents are as follows.

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

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

Use of photographs

Photographs of children should not be taken or submitted in your Portfolio of Evidence unless you have parental/setting written authorisation. You can, however, include photographs of displays, products etc. with which you have been involved.

Self-assessment

Throughout the Portfolio of Evidence you should reflect on your own progress towards developing the skills required as an early years assistant. You should reflect on any relevant areas for improvement or change. *Form TD-CPLD 1* contains a section for reflection. Other types of reflection records may also be used.

Form TD-CPLD 4 – Final sign-off sheet (summary record of placement hours)

Recording vocational hours

As part of your qualification you are required to complete a minimum of 280 hours of work placement. Recording your practice is central to the Portfolio of Evidence and you **must** ensure that all your hours are recorded.

The hours you complete for each placement must be recorded on the *Form TD-CPLD 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 School/College Assessor will refer to this log when completing the final sign-off for the Portfolio of Evidence on *Form TD-CPLD 4*.

Proving competence

You **MUST** pass all the units included in the Portfolio of Evidence to achieve the Diploma qualification. You will need to provide evidence for all criteria and sections of the Portfolio of Evidence. If you do not satisfy your School/College Assessor in any part of the Portfolio of Evidence, you will be required to complete a further resubmission of the unsatisfactory work identified in *Form TD-CPLD 3* or *4*.

The *Daily record of hours in placement form*, which can be found in *Appendix A*, will enable you to 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 that the correct number of hours has been met. This form will help you to summarise the total number of hours you have completed in placement in *Form TD-CPLD 4*.

Forms for the setting/assessor and internal verifier

Form TD-CPLD 2 – Setting Supervisor interim/final report

While you are on placement, your Setting Supervisor is required to assess your practice skills and formally record this at two stages on the interim and final *Form TD-CPLD 2*. (The form provided in this document can be used for both stages by deleting either the interim or final in the heading as appropriate.)

The interim form is to be completed during your placement by your Setting Supervisor at the interim stage of your work placement.

The final report form is to be completed at the end of the placement by your Setting Supervisor.

The final form will provide you with sufficient evidence to be able to reflect on your placement.

Form TD-CPLD 3 – School/College Assessor/Placement Officer visit reports

Your School/College Assessor/Placement Officer will be visiting you twice during your placement to assess your practice throughout your programme of study.

The *Form TD-CPLD 3* should be completed during **each** placement visit and added to your compiled Portfolio of Evidence.

Your School/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 progress against your evidence will be discussed, reflecting on any suggested areas for development.

It is important that the signatory is clearly identified on both *Form TD-CPLD 2* and *Form TD-CPLD 3*.

Form TD-CPLD 5 – Final sign-off sheet

This form will be used at the end of your placement. It will be completed by your School/College Assessor. It will include comments on the extent to which you have achieved each element of the Portfolio of Evidence.

Form TD-CPLD 1 – Record of meeting the unit assessment criteria

A.UNIT 3: Developing Professional Practice Skills for Work in Early Years Settings

| SECTION 1 | ACHIEVEMENT AGAINST ASSESSMENT CRITERIA |
|---|---|
| Learner name | |
| Assessor name | |
| Unit number and title | Unit 3: Developing Professional Practice Skills for Work in Early Years Settings |
| TASK(s) (refer to guidance in unit for further detail) | <p>Suggested assessment activity guidance</p> <p>Suggested activity</p> <p>Through workplace activities, learners could keep a log that shows how they demonstrated professional conduct, for example appropriate personal presentation, organisation and timekeeping, and how they used appropriate communication and interpersonal skills to support colleagues in organised activities for the children and preparation of the classrooms.</p> <p><i>A minimum of two pieces of evidence must be provided to meet each assessment criteria requirement.</i></p> <p>Sources of evidence for the portfolio</p> <ul style="list-style-type: none"> • records of timekeeping and organisation skills, including signed timesheets and work schedules • records of activities completed to support other colleagues (diary accounts or work schedules) • witness statements from qualified practitioners of practice when supporting daily routines • reflective accounts of own professional behaviours and organisational skills, routines and responsibilities • witness statements, training certificates, reflective accounts of IT and administration skills • general housekeeping logs • witness statements, signed by manager/supervisor, of learners' communication with adults working in the setting and visitors • school/college assessor records, including observation records. |

| | |
|---|---|
| <p>Reflection on development of skills</p> | <p>What skills or qualities have you developed in completing the activities for this unit?</p> |
| | <p>How can you develop these skills and/or qualities further?</p> <p>If you need more space for your reflection please continue on a separate piece of paper and add to your portfolio.</p> |

| Learning aims | Assessment criteria (tick if achieved) | | |
|---|--|---|--|
| | P | M | D |
| A Demonstrate the professional behaviours required in an early years setting | A.P1 Demonstrate professional conduct, organisation and timekeeping skills that meet needs in an early years setting. | A.M1 Demonstrate a consistently good standard of professional conduct, organisation and timekeeping skills that meet needs in an early years setting. | A.D1 Demonstrate a consistently high standard of professional conduct, organisation and timekeeping skills that meet a range of needs in an early years setting. |
| B Communicate effectively with colleagues and visitors in early years settings | B.P2 Apply appropriate communications skills when working with practitioners in an early years setting. | B.M2 Apply a range of appropriate communication and interpersonal skills when working with practitioners and different types of visitors accessing an early years setting. | B.D2 Apply a range of effective communication and interpersonal skills consistently in different contexts when working with practitioners and different types of visitors accessing an early years setting. |
| | B.P3 Apply appropriate interpersonal skills when interacting with visitors accessing an early years setting. | | |
| C Support daily practice in an early years setting | C.P4 Provide a standard of support to a practitioner performing daily routines in an early years setting. | C.M3 Provide a consistently good standard of support to practitioners during daily routines in an early years setting. | C.D3 Provide a consistently high standard of support to practitioners during daily routines in an early years setting. |

| SECTION 2 | EVIDENCE RECORD | | |
|---------------------|------------------------|-----------------------|----------------------|
| Evidence record | Type of evidence | Tick (as appropriate) | Location of evidence |
| | Witness testimony | | |
| | Observation record | | |
| | Artefact | | |
| | Photographic evidence | | |
| | Video evidence | | |
| | Learner log | | |
| | Other 1 (please state) | | |
| | Other 2 (please state) | | |
| | Other 3 (please state) | | |
| Unit grade achieved | | Date achieved | |
| Assessor signature | | | |

| ASSESSMENT RECORD SHEET | | | |
|-------------------------|-------------------|--|--|
| Programme | | Learner name | |
| Assignment title | | Assessor name | |
| Unit number and title | | Targeted learning aims/assessment criteria | |
| First submission | | | |
| Deadline | | Date submitted | |
| Targeted criteria | Criteria achieved | Assessment comments | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|---|--|------------------------------------|--|
| General comments | | | |
| | | | |
| Learner declaration | I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Learner signature | | Date | |
| Assessor declaration | I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Assessor signature | | Date | |
| | | Date of feedback to learner | |
| Resubmission authorisation by Lead Internal Verifier* | | Date | |
| <p>* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> • the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension • the tutor considers that the learner will be able to provide improved evidence without further guidance • evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. <p>**Any resubmission evidence must be submitted within 15 working days of receipt of results of assessment.</p> | | | |

B.UNIT 4: Supporting Children's Physical Care Needs in Early Years Settings

| | |
|--|---|
| Section 1 | ACHIEVEMENT AGAINST ASSESSMENT CRITERIA |
| Learner name | |
| Assessor name | |
| Unit number and title | UNIT 4: Supporting Children's Physical Care Needs in Early Years Settings |
| TASK(s) (refer to guidance in unit for further detail) | <p>Suggested assessment activity guidance</p> <p>Suggested activity</p> <p>Learners could provide support for physical care routines in the nursery by identifying the types of physical care routines required and provide evidence that they have given assistance to early years practitioners in supporting different care routines for a number of children.</p> <p>Learners could also provide support to children at meal and snack times involving at least three different meal or snack times. They could engage in the preparation of meals and snacks before providing support during the activities.</p> <p>Sources for types of evidence for the portfolio:</p> <ul style="list-style-type: none"> • witness statements/observation reports for each activity • reflective summary of each activity • a daily routine log highlighting the children that have been chosen, what care has been provided and how this helps the child, to include all the ways in which the child was supported through the day • review of health and safety, hygiene, developing independence, following guidelines, record keeping • the setting's meal and/or snack plan (annotated) to show how child/ren are supported and food and drink diary for the day. |
| Reflection on development of skills | What skills or qualities have you developed in completing the activities for this unit? |

| | |
|--|---|
| | <p>How can you action plan to develop these skills and/or qualities further?</p> <p>If you need more space for your reflection please continue on a separate piece of paper and add to your portfolio.</p> |
|--|---|

| Learning aims | Assessment criteria (tick if achieved) | | |
|--|--|---|---|
| | P | M | D |
| A Contribute to physical care routines that promote the quality of care for children | A.P1 Show how you have appropriately supported simple physical care routines for children in an early years setting. | A.M1 Show how you have provided a consistently good quality of support for different physical care routines for children in an early years setting. | AB.D1 Show how to provide a confident and consistently good quality of support for a range of physical care routines in different environments for children in an early years setting. |
| | A.P2 Identify ways in which dignity and respect are taken into account when carrying out physical care routines. | | |
| B Maintain safe environments for carrying out physical care routines in early years setting | B.P3 Apply basic cleanliness and hygiene standards in an environment where physical care routines take place in an early years setting. | B.M2 Apply and promote good standards of safety and hygiene in different environments in an early years setting. | |
| C Support and encourage children at meal and snack times in early years settings | C.P4 Prepare and serve a selection of snacks suitable for young children. | C.M3 Use a range of appropriate skills to prepare, serve and provide consistent support to a child during snack and mealtimes in an early years setting. | C.D2 Use a range of appropriate skills to independently prepare, serve and provide high-quality support to children during meal and snack times in an early years setting. |
| | C.P5 Use appropriate skills to help to feed a child during a meal time. | | |

| SECTION 2 | EVIDENCE RECORD | | |
|---------------------|------------------------|-----------------------|----------------------|
| Evidence record | Type of evidence | Tick (as appropriate) | Location of evidence |
| | Witness testimony | | |
| | Observation record | | |
| | Artefact | | |
| | Photographic evidence | | |
| | Video evidence | | |
| | Learner log | | |
| | Other 1 (please state) | | |
| | Other 2 (please state) | | |
| | Other 3 (please state) | | |
| Unit grade achieved | | Date achieved | |
| Assessor signature | | | |

| ASSESSMENT RECORD SHEET | | | |
|-------------------------|-------------------|--|--|
| Programme | | Learner name | |
| Assignment title | | Assessor name | |
| Unit number and title | | Targeted learning aims/assessment criteria | |
| First submission | | | |
| Deadline | | Date submitted | |
| Targeted criteria | Criteria achieved | Assessment comments | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|---|--|------------------------------------|--|
| General comments | | | |
| | | | |
| Learner declaration | I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Learner signature | | Date | |
| Assessor declaration | I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Assessor signature | | Date | |
| | | Date of feedback to learner | |
| Resubmission authorisation by Lead Internal Verifier* | | Date | |
| <p>* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> • the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension • the tutor considers that the learner will be able to provide improved evidence without further guidance • evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. <p>**Any resubmission evidence must be submitted within 15 working days of receipt of results of assessment.</p> | | | |

C.UNIT 5: Supporting Children’s Learning through Play

| | |
|--|---|
| Section 1 | ACHIEVEMENT AGAINST ASSESSMENT CRITERIA |
| Learner name | |
| Assessor name | |
| Unit number and title | UNIT 5: Supporting Children’s Learning through Play |
| TASK(s) (refer to guidance in unit for further detail) | <p>Suggested assessment activity guidance</p> <p>Suggested activity</p> <p>Learners could support the implementation of a setting’s play and learning plans. In preparation, they could informally observe experienced early years practitioners engaged in a range of different indoor and outdoor play and learning activities with children aged 0–5. The observation should lead to an assessment that includes:</p> <ul style="list-style-type: none"> • a range of play types (each observation should cover a different type of play) • identification of the stage(s) of play observed • the benefits of each type of play for children’s development • the role of the practitioner in the activity and how they progressed children’s learning through play. <p>Learners could support the preparation of environments and resources for the setting’s play and learning activities. Learners could support the delivery of the planned activity by demonstrating their skills in supporting the children to engage in the activities, which may be child-initiated and adult-led play and learning activities.</p> <p>Sources for types of evidence for the portfolio:</p> <ul style="list-style-type: none"> • observations/witness testimonies showing learners supporting practitioners in the preparation of the environment, to include a wall or tabletop display • reflective log showing learners’ skills in independently preparing appropriate and safe resources for planned play and learning activities for an outdoor and an indoor play activity • an account of the success of the environment in supporting play and learning plans • reflective log of own skills in supporting play and learning activities and in supporting a child-initiated and an adult-led play and learning activity • reflective log and witness testimonies of learners using own skills in responding to individual needs of children during play and learning activities • an account of how the play and learning activities have met the learning and development needs and interests of individual children • plans that use information gathered from the play and learning activities to extend children’s play experiences. |

| | |
|--|--|
| Reflection on development of skills | What skills or qualities have you developed in completing the activities for this unit? |
| | How can you develop these skills and/or qualities further? |

If you need more space for your reflection please continue on a separate piece of paper and add to your portfolio.

| Learning aims | Assessment criteria (tick if achieved) | | |
|---|---|--|---|
| | P | M | D |
| A Explore play and learning provision for children up to 5 years old in an early years setting | A.P1 Produce a brief and accurate record of the ways in which an early years setting promotes children's development through play and learning activities. | A.M1 Produce a detailed record of ways in which an early years setting promotes children's development at different stages through different types of play and learning activities. | A.D1 Produce a comprehensive record assessing the ways in which an early years setting promotes different areas of children's development for children at different stages through different types of play and learning activities. |
| B Assist early years practitioners in preparing an enabling and environment to stimulate learning through play | B.P2 Prepare an appropriate physical environment for learning through play. | B.M2 Prepare a stimulating physical environment and age and stage relevant resources that demonstrate own initiative in supporting the delivery of an early years setting's play and learning plans for indoor and outdoor play activities. | B.D2 Prepare stimulating physical environments and age and stage appropriate resources, demonstrating independence in supporting the delivery of an early years setting's play and learning plans for indoor and outdoor play and learning activities. |
| | B.P3 Follow instructions accurately to prepare resources for an indoor and an outdoor play activity in an early years setting. | | |
| C Support children up to 5 years old in planned play and learning activities in an early years setting | C.P4 Provide appropriate support to children during planned child-initiated and planned adult-led play and learning activities. | C.M3 Provide effective support to children, using a range of relevant skills throughout one planned child-initiated and one adult-led planned play and learning activity. | C.D3 Provide effective, confident and responsive support throughout planned child-initiated and adult-led play and learning activities in early years settings. |
| | C.P5 Produce accurate records of the impact of planned play and learning activities on an individual child's development or progress. | | |

| SECTION 2 | EVIDENCE RECORD | | |
|---------------------|------------------------|-----------------------|----------------------|
| Evidence record | Type of evidence | Tick (as appropriate) | Location of evidence |
| | Witness testimony | | |
| | Observation record | | |
| | Artefact | | |
| | Photographic evidence | | |
| | Video evidence | | |
| | Learner log | | |
| | Other 1 (please state) | | |
| | Other 2 (please state) | | |
| | Other 3 (please state) | | |
| Unit grade achieved | | Date achieved | |
| Assessor signature | | | |

| ASSESSMENT RECORD SHEET | | | |
|-------------------------|-------------------|--|--|
| Programme | | Learner name | |
| Assignment title | | Assessor name | |
| Unit number and title | | Targeted learning aims/assessment criteria | |
| First submission | | | |
| Deadline | | Date submitted | |
| Targeted criteria | Criteria achieved | Assessment comments | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|---|--|------------------------------------|--|
| General comments | | | |
| | | | |
| Learner declaration | I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Learner signature | | Date | |
| Assessor declaration | I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Assessor signature | | Date | |
| | | Date of feedback to learner | |
| Resubmission authorisation by Lead Internal Verifier* | | Date | |
| <p>* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> • the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension • the tutor considers that the learner will be able to provide improved evidence without further guidance • evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. <p>**Any resubmission evidence must be submitted within 15 working days of receipt of results of assessment.</p> | | | |

D.UNIT 6: Supporting Children’s Communication, Literacy and Language Development

| | |
|--|---|
| Section 1 | ACHIEVEMENT AGAINST ASSESSMENT CRITERIA |
| Learner name | |
| Assessor name | |
| Unit number and title | UNIT 6: Supporting Children’s Communication, Literacy and Language Development |
| TASK(s) (refer to guidance in unit for further detail) | <p>Suggested assessment activity guidance</p> <p>Activity</p> <p>Learners could informally observe and analyse an experienced practitioner during a communication-focused and language-based activity that focuses on the approaches and methods the practitioner used to support the development of different children’s communication-focused and language-based skills.</p> <p>Learners could support a communication-focused and language-based activity using a range of strategies to provide support and communicate appropriately with all those involved.</p> <p>Sources for types of evidence for the portfolio:</p> <ul style="list-style-type: none"> • records of planning and preparation • signed record of their observation of the experienced practitioner communicating with the children • learners’ assessment of activities. |
| Reflection on development of skills | What skills or qualities have you developed in completing the activities for this unit? |

| Learning aims | Assessment criteria (tick if achieved) | | |
|---|--|--|---|
| | P | M | D |
| A Explore the links between communication, language and literacy development | A.P1 Conduct an accurate observation of an experienced practitioner engaged in a communication, language and literacy-based activity with children in an early years setting. | A.M1 Conduct a focused observation of an experienced practitioner engaged in communication, language and literacy-based activities with children in an early years setting. | A.D1 Conduct an observation that analyses an experienced practitioner engaged in selected communication, language and literacy-based activities with children in an early years setting. |
| B Support children with different communication needs and abilities | B.P2 Communicate appropriately and follow instructions and guidance accurately when interacting with children with different communication needs or abilities in a communication-focused and language-based activity in an early years setting. | B.M2 Communicate appropriately using a range of strategies in providing support to a child, and a group of children, with different communication needs and abilities during a communication-focused and language-based planned activity in an early years setting. | B.D2 Communicate appropriately and confidently using a wide range of strategies to provide support and develop the language skills of a child, and a group of children, with different communication needs and abilities in a planned communication-focused and language-based activity in an early years setting. |

| SECTION 2 | EVIDENCE RECORD | | |
|---------------------|------------------------|-----------------------|----------------------|
| Evidence record | Type of evidence | Tick (as appropriate) | Location of evidence |
| | Witness testimony | | |
| | Observation record | | |
| | Artefact | | |
| | Photographic evidence | | |
| | Video evidence | | |
| | Learner log | | |
| | Other 1 (please state) | | |
| | Other 2 (please state) | | |
| | Other 3 (please state) | | |
| Unit grade achieved | | Date achieved | |
| Assessor signature | | | |

| ASSESSMENT RECORD SHEET | | | |
|-------------------------|-------------------|--|--|
| Programme | | Learner name | |
| Assignment title | | Assessor name | |
| Unit number and title | | Targeted learning aims/assessment criteria | |
| First submission | | | |
| Deadline | | Date submitted | |
| Targeted criteria | Criteria achieved | Assessment comments | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

| | | | |
|---|--|------------------------------------|--|
| General comments | | | |
| | | | |
| Learner declaration | I certify that the evidence submitted for this assignment is my own. I have clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Learner signature | | Date | |
| Assessor declaration | I certify that the evidence submitted for this assignment is the learner's own. The learner has clearly referenced any sources used in the work. I understand that false declaration is a form of malpractice. | | |
| Assessor signature | | Date | |
| | | Date of feedback to learner | |
| Resubmission authorisation by Lead Internal Verifier* | | Date | |
| <p>* All resubmissions must be authorised by the Lead Internal Verifier. Only one resubmission is possible per assignment, providing:</p> <ul style="list-style-type: none"> • the learner has met initial deadlines set in the assignment, or has met an agreed deadline extension • the tutor considers that the learner will be able to provide improved evidence without further guidance • evidence submitted for assessment has been authenticated and accompanied by a signed and dated declaration of authenticity by the learner. <p>**Any resubmission evidence must be submitted within 15 working days of receipt of results of assessment.</p> | | | |

Form TD-CPLD 2 – Setting Supervisor interim/final report*

(*Delete as appropriate)

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

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

| Learner | | | | 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 | | | | | |
| Follows 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 | | | | | |

| Developing the communication skills needed for working with adults in early years settings | Needs improving and developing | Satisfactory | Good | Excellent |
|---|---------------------------------------|---------------------|-------------|------------------|
| Responds to advice and guidance | | | | |
| Communicates effectively with adults | | | | |
| Uses initiative and asks for advice if unsure | | | | |
| Ability to receive and follow instructions | | | | |
| Greets or interacts with visitors appropriately | | | | |
| Uses appropriate and professional language | | | | |
| Contributes to discussions regarding their role in the setting as required | | | | |
| Supporting daily practice in early years settings | Needs improving and developing | Satisfactory | Good | Excellent |
| 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 | | | | |
| Supporting physical care routines | Needs improving and developing | Satisfactory | Good | Excellent |
| Follows 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 | | | | |
| Supporting children at meal and snack times | Needs improving and developing | Satisfactory | Good | Excellent |
| 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 | | | | |
| Maintaining safe environments for carrying out physical care routines in early years settings | Needs improving and developing | Satisfactory | Good | Excellent |
| Contributes to general safety checks | | | | |
| Helps maintain cleanliness and hygiene in the setting | | | | |
| Participates in setting up and tidying away activities throughout the day | | | | |
| Supporting young children in planned play and learning activities | Needs improving and developing | Satisfactory | Good | Excellent |
| 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 | | | | |
| Setting Supervisor name | | | | |
| Setting Supervisor signature | | | | |
| Setting Supervisor comments | | | | |
| Action/development required | | | | |
| School/College Assessor name | | | | |
| School/College Assessor signature | | | | |
| School/College Assessor comments | | | | |
| Learner signature | | | | |
| Learner comments | | | | |

Form TD-CPLD 3 – School/College Assessor/Placement Officer visit report

(This is feedback from your placement officer regarding your progress made while on placement. You should have at least two completed forms in your Portfolio of Evidence.)

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

| Learner | | | | 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 | | | | | |
| Follows signing in and out procedures | | | | | |
| Appropriate presentation | | | | | |
| Positive approach to work | | | | | |
| Implements setting's policies | | | | | |
| Is alert, focused and vigilant | | | | | |

| Demonstrating the professional behaviours required in early years settings | Needs improving and developing | Satisfactory | Good | Excellent |
|--|---------------------------------------|---------------------|-------------|------------------|
| Uses initiative to complete unit tasks in placement – sharing with the Setting Supervisor, gathering resources | | | | |
| Plans for self-improvement | | | | |
| Developing the communication skills needed for working with adults in early years settings | Needs improving and developing | Satisfactory | Good | Excellent |
| Responds to advice and guidance | | | | |
| Communicates effectively with adults | | | | |
| Uses initiative and asks for advice if unsure | | | | |
| Ability to receive and follow instructions | | | | |
| Greets or interacts with visitors appropriately | | | | |
| Uses appropriate and professional language | | | | |
| Contributes to discussions regarding their role in the setting as required | | | | |
| Supporting daily practice in early years settings | Needs improving and developing | Satisfactory | Good | Excellent |
| 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 | | | | |
| Supporting physical care routines | Needs improving and developing | Satisfactory | Good | Excellent |
| Follows 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 | | | | |
| Supporting children at meal and snack times | Needs improving and developing | Satisfactory | Good | Excellent |
| 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 | | | | |
| Maintaining safe environments for carrying out physical care routines in early years settings | Needs improving and developing | Satisfactory | Good | Excellent |
| Contributes to general safety checks | | | | |
| Helps maintain cleanliness and hygiene in the setting | | | | |
| Participates in setting up and tidying away activities throughout the day | | | | |
| Supporting young children in planned play and learning activities | Needs improving and developing | Satisfactory | Good | Excellent |

| | | | | |
|--|--|--|--|--|
| 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 | | | | |
| School/College Assessor/Placement Officer name | | | | |
| School/College Assessor/Placement Officer signature | | | | |
| School/College Assessor/Placement Officer comments | | | | |
| Action/development required | | | | |
| Setting Supervisor name | | | | |
| Setting Supervisor signature | | | | |
| Setting Supervisor comments | | | | |
| Learner signature | | | | |
| Learner comments | | | | |
| Date of next review | | | | |

Form TD-CPLD 4 – Final sign-off sheet

(Summary record of work placement hours)

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

| | | | |
|---|--|-------------|--|
| Learner name | | | |
| School/College | | | |
| Placement setting name | | | |
| Supervisor name | | | |
| Dates of placement | | | |
| Number of hours completed | | | |
| School/College Placement Officer signature | | Date | |
| School/College Placement Officer comments | | | |
| School/College Assessor signature | | Date | |
| School/College Assessor comments | | | |

Appendix A: Learner forms

Suggested physical care routine write-up

| | |
|--|---|
| Date | Time |
| Location (be specific) | Aim of routine |
| Age of children | Number of children/adult-child ratio |
| A general description of the routine | |
| Describe your role in implementing the routine | |
| Describe the learning opportunities for children which arose in the routine | |
| Why is the routine important for the children and the setting? | |
| Describe the skills required to carry out the routine | |
| Signature of supervisor to prove implementation (please make sure you get the routine sheet signed by your supervisor to prove that you played an active role in the routine) | |
| Signature | Date |

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?)

Signature of Setting Supervisor who witnessed implementation of the routine

Signature

Date

Suggested supporting children’s learning through play activity write-up

| | |
|--|---|
| Date | Time |
| Area | Activity title |
| Age of child/children | Number of children/adult-child ratio |
| 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 set-up, 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

| | |
|--|---|
| Age of child/children | Date and time of observation |
| Type of observation (for example narrative/sticky note) | Aim of observation (for example to observe a child's literacy skills during a literacy activity) |
| Rationale (why the method of observation was chosen) | |
| Outline briefly the details of the setting (for example location, intake of children, type of setting) | |
| Outline the context of the setting (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 that would help the child/children progress through the stages/milestones you have identified during the observation

Signature of Setting Supervisor who witnessed implementation of the observation

Signature

Date

Appendix B: Forms for the setting and assessors/Internal Verifiers

Witness statement

A witness statement is used to provide a written record of learner 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 learner 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 learner 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 learner 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 learner 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.

| | | | |
|--|--|-----------------|--|
| Learner name | | | |
| Qualification | | | |
| Unit number and title | | | |
| List the assessment criteria for which the activity provides evidence | | | |
| | | | |
| | | | |
| | | | |
| Description of activity/skill witnessed | | | |
| | | | |
| | | | |
| | | | |
| Witness name | | Job role | |
| Witness signature | | Date | |
| Learner name | | | |
| Learner signature | | Date | |
| Assessor name | | | |
| Assessor signature | | Date | |

Observation record

| | | | |
|---|--|---------------------------|--|
| *Observation Record | | *Witness Statement | |
| *please delete as applicable | | | |
| Learner name | | | |
| Qualification | | | |
| Unit number and title | | | |
| Name of *observer/ *witness *please delete | | | |
| Date of activity | | | |
| Assessment criteria targeted | | | |
| | | | |
| | | | |
| | | | |
| Description of activity undertaken: | | | |
| <ul style="list-style-type: none"> • (what the learner did) • the evidence provided/questions asked and answers given | | | |
| | | | |
| Please state evidence this record is in support of | | | |
| | | | |
| I confirm this is an accurate record of the activity undertaken | | | |
| Learner signature | | Date | |
| *Assessor/*Witness signature | | | |
| *please delete as applicable | | | |
| Role | | Date | |
| Assessor name | | | |
| Assessor signature | | Date | |

Guidance for completing the Record of Activity

Please note

Records of activity are a source of evidence and do not confer an assessment decision unless otherwise stipulated in the specification.

Observation record

An observation record is used to provide a formal record of an assessor's observation of individual learner performance, for example e.g. during presentations, practical activities, against the targeted assessment criteria.

The record should be used to enhance and support learner-generated evidence and should not be used in place of this.

Observation records must:

- be accompanied by supporting/additional evidence. This may take the form of visual aids, recorded footage, e.g. video/audio tapes, CDs, photographs, handouts, preparation notes, cue cards, diary record or logbook and/or peer assessments records, etc. (where required by the specification/assessment guidance of a unit)
- be completed by the assessor who must have direct knowledge of the specification
- record the assessor's comments
- be included in the learner's portfolio, along with relevant supporting evidence, when submitted for assessment.

The record will:

- relate directly to the evidence requirements in the unit specification
- provide primary evidence of performance to support subsequent assessment decisions
- be sufficiently detailed to enable others to make a judgement about the quality and sufficiency of the performance.

Witness statement

A witness statement is used by somebody other than the assessor to provide a written record of individual learner performance against targeted assessment criteria. This may be an assessor of a different qualification or unit, a work placement supervisor, a technician, learning resources manager or anyone else who has witnessed the performance of the learner against given assessment criteria. 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 learner in the given situation.

The quality of witness statement is greatly improved, and enables the assessor to judge the standard and validity of performance against the assessment 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 clarification for a non-assessor)
- the learner or witness also provides a statement of the context within which the evidence is set.
- all witness testimonies should be signed and dated by the witness.

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.

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 learner 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.

Appendix C

| BTEC assessment plan | | | | | | | | | | |
|-----------------------|------------------|--|--|---------------|----------------------------------|--|----------------------------|--|---------------|------------------------|
| Programme title | | | | | | | | | | |
| Unit number and title | Assignment title | Targeted learning aim(s) or outcome(s) | Internal verification of assignment brief date | Hand out date | Internal assessment hand in date | Internal verification of assessment decisions date | Planned resubmission date* | Internal verification of resubmission date | Assessor name | Internal verifier name |
| Year 1 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| Year 2 | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |