

Qualification Unit.

This unit forms part of a regulated qualification.

Unit Title: Assessing Children's Learning and Development

Unit Reference Number: M/651/2884

Level: Three (3)

Credit Value: Six (6)

Minimum Guided Learning Hours: 40

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to assess and record children's progress	1.1 Explain the importance of effective assessment in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan and provide activities and support
	1.2 Compare different assessment methods and techniques
	1.3 Outline key stages in assessing children's progress
	1.4 Demonstrate carrying out an assessment within the Early Years Foundation Stage statutory framework and settings requirements
	1.5 Demonstrate recording results accurately
	1.6 Demonstrate sharing outcomes appropriately following organisational confidentiality protocols
2. Be able to communicate with key figures to conduct reviews	2.1 Explain the role of formative assessment in learning and development processes
	2.2 Explain how to communicate effectively with key individuals in reviewing child's progress
	2.3 Demonstrate creating and agreeing effective plans with key individuals for further progress
3. Be able to use different approaches to assessment	3.1 Explain different approaches to assessment, including when and why to carry out accurate and proportionate assessment

	3.2	Demonstrate working with colleagues to learn and apply efficient approaches to assessment
4. Be able to adjust approaches	4.1	Identify where progress in child development requires support
	4.2	Evaluate the effectiveness of adaptations made to the learning programme

Indicative Content

LO1	<p>1.2 Learners must outline different assessment methods which inform what we know about children' progress and the planning cycle. These should be based on age and stage of babies' and children's development. There are benefits and limitations of assessment.</p> <p>1.3 must include the progress check at age two, the Reception Baseline Assessment and the Early Years Foundation Stage Profile – and the value these have for:</p> <ul style="list-style-type: none"> • the baby or child • the parents/carers • curriculum adaptation • the early years setting and key stakeholders in planning the next steps. <p>1.4 Learners must be able to demonstrate that they have assessed at least one (1) child, showing that their method is aligned to the Early Years Foundation Stage (EYFS) framework and requirements. They must be able to use tools and metrics effectively. Some examples may include formative assessments, developmental checklist and observations. The Learner is also required to be vigilant and compliant when sharing the outcomes.</p> <p>1.5 Learners must be able to demonstrate that children's progress is accurately interpreted, recorded and appropriately conveyed. They are required to offer a sample of Review documentation for checking, and examples may include developmental milestones, cognitive assessments, height and weight measurements, motor skills, etc.</p> <p>1.6 Learners are required to demonstrate that they follow the organisational confidentiality processes and protocols and fully understand the importance of doing so. This may be assessed through verbal questioning and witness testimony if required. Own evidence must clearly show how confidentiality is maintained.</p>
LO2	<p>2.1 This must include: practitioners knowing what children can and can't do, and then shaping teaching and learning so that children develop the broad range of skills, knowledge and attitudes they need as foundations for future progress.</p> <p>2.2 Learners must be able to identify the key stakeholders and agents involved in the development of babies and young children, observing the correct channels of communication in each case.</p>

	<p>2.3 Learners are required to provide evidence of instances where they have planned and achieved progressed with babies and young children in their charge. This may be shown in meeting notes, progress reports, etc.</p>
LO3	<p>3.1 Learners must include an understanding of assessment being about noticing what children can do and what they know. It is not about lots of data and evidence. It should not involve taking lots of time away from teaching and supporting children or have a disproportionate impact on workload.</p> <p>3.2 Learners must show that they have worked towards broadening the ranges of approaches they use. This can be demonstrated through observed activity, witness testimony, written and verbal questioning (verbal questions must be recorded for future IQA use). This may also be found in the recording of the learner's own progress within organisation's continuous professional development (CPD) procedures.</p>
LO4	<p>4.1 Learners must be able to show that they are able to identify where children are experiencing delay or problems with their progress and initiate an appropriate course of action.</p> <p>4.2 Learners are required to evaluate its success over time, with details of any adaptations or further action. This must be evidenced (before/during/after) through formal reports documenting child development, observed activity recorded over time, assessment outcomes, growth charts, milestones achieved, etc.</p>