

ST0888 Level 2 Early years practitioner Assessment Plan

Introduction

This Apprenticeship Assessment Plan (AAP) sets out the requirements for the assessment of the Level 2 Early years practitioner apprenticeship. It should be read in conjunction with the General Requirements for Apprenticeship Assessment. Where there is conflict between this AAP and the General Requirements, this AAP takes precedence. Assessment organisations must also comply with the relevant regulatory framework for apprenticeship assessment.

It is important that the assessment of apprentices is proportionate, valid, and provides reliable evidence of an apprentice's attainment of the relevant knowledge and skills. As such, assessment organisations must design assessments to ensure:

- employers have confidence that the apprentice has reached the expected performance standard
- apprentices are sufficiently secure in their knowledge and skills, so that they could demonstrate their competence in different contexts (for example, a different workplace)

Assessment Outcomes

The assessment outcomes group and summarise the knowledge and skills that must be demonstrated in assessments. All assessment outcomes must be assessed.

The knowledge and skills statements in **bold** are mandatory and must be assessed in every version of the assessment that is made available.

Assessment Outcome	Mapping
AO1: Child Development and Theories of Learning Applies knowledge of how children develop and learn from birth to age 7, including the impact of wellbeing, individual needs, and developmental stages. Supports holistic development across cognitive, physical, emotional, and social domains.	K1, K2, K3, K4, K13 S1, S20
AO2: Safeguarding, Protection and Welfare Implements safeguarding procedures to protect children from harm, including recognising signs of abuse, following reporting protocols, and maintaining	K5, K6, K7, K26 S2

confidentiality. Understands legal frameworks and organisational responsibilities.	
AO3: Health, Safety and Physical Wellbeing Maintains a safe and healthy environment by identifying risks, following health and safety procedures, and promoting hygiene, nutrition, and physical activity. Responds to illness, emergencies, and medical needs.	K8 , K9, K10, K11*, K12, K14, K32 S3, S4 , S5, S6, S7, S8 , S25
AO4: Communication and Language Development Supports all children's communication and language development using verbal and non-verbal strategies. Adapts communication methods to meet individual developmental needs and engages effectively with children, parents or carers, and professionals.	K15* S9 , S10, S11 , S12
AO5: Learning, Play, Sustainability and Curriculum Delivery Plans and delivers learning experiences using the EYFS framework. Supports children's development through play, creativity, and structured activities, including early literacy and numeracy.	K16 , K17* , K18 , K29, K31 S13 , S14 , S15 , S16*, S17* , S18*
AO6: Inclusive Practice, SEND Support and Multi-Agency Working Applies inclusive practice to support children with diverse needs, including those with SEND, by using appropriate strategies, resources and statutory guidance. Works collaboratively with parents or carers and other professionals, and promotes equality, diversity and inclusion in practice.	K19 , K20 , K21, K22, K28, K30 S19 , S22*, S23*, S24*
AO7: Professionalism and Reflective Practice Demonstrates professional behaviour, understands workplace responsibilities, and engages in reflective practice. Works collaboratively with colleagues to improve outcomes for children.	K23, K24, K25, K27 S21

(*) Knowledge and skills statements that offer opportunities to develop functional English and maths are identified with an asterisk.

Assessment requirements

Assessment organisations must set apprenticeship assessments. Assessment organisations should consider how technology and digital tools can support innovation and efficiency.

To ensure safeguarding is maintained, assessment organisations must design apprenticeship assessments to include at least one assessed **observation** administered in person by the assessment organisation in the workplace.

Additional assessment(s) must be selected from the following list of methods to ensure the assessment outcomes are met in full:

- **professional discussion**
- **question & answer**
- **case study based on a child**
- **additional observation(s)**

Assessment organisations must have due regard to any relevant frameworks, standards, guidance or other documents that may be published by industry regulators, professional bodies, and other representative groups.

Apprentices may be assessed at any appropriate point during their apprenticeship programme.

Assessments may be designed to allow a centre or training provider to mark any additional assessments. The Assessment organisation is responsible for ensuring all assessments are sufficiently reliable and valid, and for the accuracy of any centre or training provider marking.

Performance descriptors

Performance descriptors describe the level of performance required to achieve a pass or distinction grade. Assessment organisations must design assessments that align with these descriptions.

Criteria	Pass	Distinction
Applied knowledge	Applies early years knowledge, facts, procedures, and ideas to complete well-defined tasks and solve straightforward problems across routine and some varied work activities.	Applies early years knowledge, facts, procedures, and ideas with consistently high accuracy, insight, and efficiency to solve straightforward problems and adapt effectively to well-defined work activities.
Applied skills	Selects and uses cognitive and practical early years skills to carry out mostly routine activities with consistency and purpose.	Integrates cognitive and practical early years skills to execute mostly routine activities with precision, even when faced with subtle complexities or shifting requirements.
Regulatory and procedural awareness	Applies legislation, regulation, and guidance relevant to early years practice with minimal noncritical errors, although depth of insight or adaptability may be limited.	Demonstrates proactive and confident interpretation of legislation, regulations, and guidance relevant to early years practice.
Communication and collaboration	Communicates and collaborates clearly with children, parents, and professionals, adapting style to developmental stage and cultural context.	Consistently communicates with clarity and sensitivity, showing strong awareness of others and responding resourcefully in a range of activity scenarios.
Information use and decision making	Gathers and interprets relevant information to inform decisions and	Gathers and interprets relevant information and feedback to shape actions

Criteria	Pass	Distinction
	actions that are fit for purpose in the early year's context.	that are purposeful and show clear added value in terms of efficiency or outcomes in early years practice.
Responsibility and autonomy	Takes responsibility for completing early years tasks, demonstrating autonomy within familiar situations.	Exercises informed judgement and self-direction, often anticipating the needs of the task or team in early years settings.