

H5LM 04 (SCDCCLD0310) — Assess Children’s Progress According to Relevant Curriculum Frameworks

Overview

This standard identifies the requirements when assessing children’s progress within relevant curriculum frameworks. It includes working with families, children and others in the planning of assessments. It also includes working with families, children and others to assess and record children’s progress. The planning of assessments should be consistent with the frameworks within your home nation.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

NOTE: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Anti-discriminatory practice is taking positive action to counter discrimination: this will involve identifying and challenging discrimination and being positive in your practice about people's similarities and differences.

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support.

Curriculum frameworks are the standards and guidance that set out the expectations and requirements for learning and development for pre-school, school age children and young people.

Everyday activities may include physical contact, actions, games, rhymes, books, stories and songs.

Families includes parents (mothers and fathers) and carers and extended and chosen families who contribute significantly to the wellbeing of babies, children or young people and people who may or may not have legal responsibility.

Inclusion/inclusive. A process of identifying, understanding and breaking down barriers to participation and belonging.

Others are your colleagues and other professionals whose work contributes to the child or young person's wellbeing and who enable you to carry out your role.

To **value diversity** is accepting and valuing differences in the background of individuals, such as culture, ethnicity, gender, sexual preferences.

The work setting may be in someone's home, within an organisation's premises, in the premises of another organisation, out in the community.

Scope/range related to Knowledge and Understanding

All knowledge statements must be applied in the context of this standard.

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Factors that may affect the health, wellbeing and development may include:

family circumstances; folic acid during pregnancy; a healthy diet; positive mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse.

Transitions may include starting nursery for the first time, moving from nursery to school, moving home, the birth of a sibling, other changes affecting the child or young person.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 23 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Plan assessment requirements of curriculum frameworks

	Performance Criteria	Evidence Number where this criteria has been met
1	Select relevant information on which to base early years assessments, from curriculum documents.	
2	Work with others to plan assessments.	
3	Work in partnership with families to plan assessments.	
4	Work with others to promote a supportive environment in which families are able to discuss aspects of their child's learning and development.	
5	Use a child-centred approach when planning assessments.	
6	Involve children in assessment planning in ways which make it enjoyable and which contribute to their developmental needs.	
7	When planning assessments, use an integrated approach which reflects different areas of the curriculum framework .	
8	Plan assessments that are flexible enough to adapt to different circumstances.	
9	Plan assessments that reflect the ethos and values of the setting you work in.	
10	Plan to use children's everyday routines on which to base your assessments.	

Plan assessment requirements of curriculum frameworks (cont)

	Performance Criteria	Evidence Number where this criteria has been met
11	Develop assessments that value diversity , are inclusive and show anti-discriminatory practice .	
12	Ensure that your setting has adequate and appropriate resources for the implementation of the assessment process.	
13	Record plans for assessments accurately and coherently in line with work setting requirements.	

Assess children's progress in consultation with others

14	Liaise with families and others on a regular basis to discuss individual children's progress.	
15	Use a positive and supportive manner to encourage families to discuss their child's progress, capabilities and limitations.	
16	Liaise with families and others on a regular basis to share views and to amend plans and strategies.	
17	Be sensitive to children's achievements and recognise when they are ready to progress.	
18	Undertake formative and summative assessments, using agreed methods.	
19	Use observation to contribute towards assessments.	
20	Seek additional support if the child is not progressing as expected.	
21	Complete records of assessments accurately and coherently in line with work setting requirements.	
22	Share the contents of records with families.	
23	Reflect on your practice when planning and implementing assessments.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 44 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting children and young people's rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of children and young people.	
4	How to deal with and challenge discrimination.	
5	The rights that key people, children and young people have to make complaints and be supported to do so.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
6	Legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
7	How your own background, experiences and beliefs may have an impact on your practice.	
8	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
9	The roles, responsibilities and accountabilities of others with whom you work.	
10	How to access and work to procedures and agreed ways of working.	
11	The meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual.	
12	The prime importance of the interests and wellbeing of children and young people.	
13	Children and young people's cultural and language context.	
14	How to build trust and rapport in a relationship.	
15	How your power and influence as a worker can impact on relationships.	
16	How to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences.	
17	How to work in partnership with children, young people, key people and others.	
18	How to manage ethical conflicts and dilemmas in your work.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
19	How to challenge poor practice.	
20	How and when to seek support in situations beyond your experience and expertise.	

Theory for practice

21	The nature and impact of factors that may affect the health, wellbeing and development of children and young people you care for or support.	
22	Factors that promote positive health and wellbeing of children and young people.	
23	Theories underpinning our understanding of child development and learning, and factors that affect it.	
24	Theories about attachment and impact on children and young people.	

Communication

25	The importance of effective communication in the work setting.	
26	Factors that can have a positive or negative effect on communication and language skills and their development in children and young people.	
27	Methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences.	

Personal and professional development

28	Principles of reflective practice and why it is important.	
----	--	--

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
30	Practices for the prevention and control of infection.	

Safeguarding

31	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
32	Indicators of potential or actual harm or abuse.	
33	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
34	What to do if you have reported concerns but no action is taken to address them.	

Handling information

35	Legal requirements, policies and procedures for the security and confidentiality of information.	
36	Legal and work setting requirements for recording information and producing reports including the use of electronic communication.	
37	Principles of confidentiality and when to pass on otherwise confidential information.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
38	The transitions that children and young people may go through.	
39	How children's learning is affected by their stage of development.	
40	Current theoretical approaches to how children learn and develop.	
41	Requirements of the relevant inspectorates.	
42	Safeguards that need to be in place when assessing children and the need for objectivity.	
43	How to use assessments of children's progress as part of the planning.	
44	How to use assessments of children's progress to inform staff development and improve provision.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name			
Candidate's signature			
Date submitted to Assessor as complete			

Assessor's name			
Assessor's signature			
Date assessed complete			

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name			
Internal verifier's signature			
Date completed			