

Subject: Child Development/ Children’s Play, Learning & Development

ACP	Model	Define	Explain	State (Success)
<p>1. Self-regulation in Child Development and CPLD, is knowing what went well and how written responses can be improved, then making changes to improve on own personal best</p>	<p>Written responses are scaffolded using writing frames, assessment criteria/marking bands, and I do, We do, You do approach</p> <p>Teacher Assessment: Written feedback on Formative Assessments identifies WWW, EBI and next steps</p> <p>Students know what to do and how to write an effective written response, along with how this will be assessed/grades</p>	<p>Self/Peer Assessment: Students are able to assess and reflect on the progress in their own work</p> <p>Coursework: Which criteria does this demonstrate? Why? Why has it not met a specific criterion? How can it meet that specific criteria?</p> <p>Exams: How many marks has this achieved? Why? Where have marks been lost? Why?</p> <p>Generic: What can you do to improve on this?</p> <p>Students take action: Re-drafting Revising key concepts Applying learning to new questions</p>	<p>Student reflection: Students are able to explain changes they have made, and the impact of these:</p> <p>What changes have been made to written responses?</p> <p>What are you doing differently to prepare?</p> <p>Where is the evidence of this?</p> <p>What is the impact of this?</p>	<p>Students are awarded Summative assessment grades for coursework, which reflects feedback being used and student action taken</p> <p>Consistent grades in summative assessments across units/components/students, shows the impact of self-regulation.</p> <p>In some cases, students will build on these grades as they progress through the year.</p>
<p>2. Intellectual confidence in Child Development and CPLD involves giving verbal and written responses which apply BTEC Command words</p>	<p>Substantive knowledge is directly taught through hinterland knowledge, with responses scaffolded to show how to apply procedural knowledge and maximise marks achieved/higher level criteria demonstrated</p>	<p>Students explain their thinking, giving reasons for this, or supporting with evidence. They progress to using evidence to justify a view, and being able to evaluate the views of others. They then move to being able to construct a clear argument based on a wide range of evidence and viewpoints.</p>	<p>1/2/3 mark questions – Give 2 direct answers</p> <p>4 mark questions (Explain) – Give two ways and give reasons for each answer</p> <p>6 mark questions (Assess the benefits of) – Give reasons why it supports each area of development</p> <p>8 Mark questions (Discuss) – Justify the theorists view by defining the theory, giving ways it can be used and to what effect, making links to other</p>	<p>Students can confidently articulate a response to the different exam questions presented in their exams/external assessments.</p> <p>Students can use resources and practice tasks to independently produce some extended writing in response to a set assignment brief</p>

			<p>viewpoints, and explaining its significance.</p> <p>12 mark questions (Analyse) – The importance of a view is discussed in relation to evidence, using examples, and in relation contrasting and supportive viewpoints</p> <p>14 mark questions (Evaluate) – The advantages/benefits and disadvantages of an approach are discussed, using examples and supporting evidence. Students present both sides of the argument, before concluding where their viewpoints</p> <p>Describe – Expected development/Methods of measuring growth and development/Stages of play</p> <p>Explain – ways which different factors affect growth and development/the impact of different factors on growth and development/ Ways that adults can support children in play</p> <p>Discuss – how different areas of development impact on one another/how the adult's role and organisation of children's play could impact on children's learning</p> <p>Assess – the impact of factors on growth and development/how the adult's role and organisation of play could advantage or</p>	
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			disadvantage children's learning Evaluate – the impact that different areas have on each other	
3. Connection finding in Child Development and CPLD involves making connections and using prior knowledge to explain these links; actively seeking out and transferring principles and ideas from one instance to another	<p>New learning is linked to prior learning in lessons</p> <p>Do It Now activities engage students in retrieval of key knowledge or showing their understanding of key knowledge to be explored</p> <p>A spiral curriculum is embedded which revisits key concepts and provides opportunities to practice skills through I Do, We Do parts of the lesson</p> <p>Case studies are used within all units/components to apply principles in learning</p> <p>CPLD students engage in work experience to observe, apply and model theory in practice</p>	<p>Students engage in a plethora of sorting, matching and categorising activities to support making connections at the start of lessons</p> <p>Turn and Talk activities engage students in building and extending on current knowledge and scaffolding/challenging thinking</p> <p>Targeted questioning in lessons supports students in sustained shared thinking, and encourages extended answers</p>	<p>Explain – a range of factors, approaches, responsibilities, using different examples, and with justification</p> <p>Compare – Consider different approaches, and explain similarities and differences</p> <p>Assess – Consider the impact of factors, approaches, procedures</p> <p>Analyse – Justify which is the most important way of doing something, or which has affected something the most</p> <p>Evaluate – Explain strengths and weaknesses of an approach, or benefits and disadvantages to a child</p> <p>Discuss – Explore key concepts and practice in detail, showing links between each.</p>	<p>Students can confidently retrieve information from previous lessons, and apply it to new learning in this lesson</p> <p>Students can analyse case studies and evaluate practice, drawing on a range of different factors/approaches</p>
4. Seeing alternative perspectives in Child Development and CPLD involves considering different viewpoints,	<p>New learning is linked to best practice in early years settings – different approaches in practice are explored</p>	<p>Examples of best practice are provided which students explore together (We Do) and Independently (You Do)</p>	<p>Explain – a range of factors, approaches, responsibilities, using different examples, and with justification</p>	<p>Students can confidently share their thinking based on their own experiences and those of others</p>

<p>explaining influences and impact, and critically evaluating their validity</p>	<p>A variety of factors affecting children’s growth and development are taught</p> <p>Different types of play and play opportunities are explored in detail with regards to their benefits to children’s development</p> <p>A plethora of individual circumstances are investigated in terms of their impact on development, and possible adaptations and support needed to include them fully</p> <p>A range of theoretical perspectives are taught involving cognitive theorists, social constructivist theories; attachment theorists; play theorists</p> <p>Curriculum approaches to play ad learning, both in the UK and across the world are investigated to examine how curriculums are developed and implemented.</p> <p>Key Health and Safety legislation, policies and practices are examined to look at the responsibilities of an early years setting and practitioner</p>	<p>Best practice is observed through videos and work experience</p> <p>Students examine Statutory and Non-statutory documentation from the EYFS within lessons and work</p> <p>Turn and Talk Activities engage students in sharing their findings and giving their viewpoint</p> <p>At Level 3, students are expected to read around their subject, and use Harvard referencing to evidence further reading in their work.</p> <p>Flipped learning is used at the start of some lessons to involve students in leading the learning by presenting information about alternative perspectives to discuss as a class.</p>	<p>Compare – Consider different approaches, and explain similarities and differences</p> <p>Recommend – Suggest clear actions to take based on best practice</p> <p>Justify – Explain your choices, by identifying the importance of the action you suggest</p> <p>Assess the extent – Consider the impact of factors, approaches, procedures</p> <p>Analyse – Justify which is the most important way of doing something, or which has affected something the most</p> <p>Evaluate – Explain strengths and weaknesses of an approach, or benefits and disadvantages to a child Recommend</p>	<p>Students are evidencing higher level criteria which asks them to determine the value of or effectiveness of an approach by exploring a topic in depth</p> <p>At level 3, students are referencing further reading within their work, adding direct quotes and a full referencing list, and demonstrate further reading through inclusion of a bibliography</p>
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