



SELF REGULATION

The ability to monitor, evaluate and self-correct.

Written feedback on Formative Assessments identifies WWW, EBI and next steps

Students know what went well and how written responses can be improved. They make changes to improve on their own personal best



ACP's

New learning is linked to prior learning in lessons

A **spiral curriculum** is planned which scaffolds learning through

Do It Now activities, and I Do/We Do/You Do Tasks
Case studies and work experience encourage application of knowledge



CONNECTION FINDING

The ability to use connections from past experiences to seek possible generalisations.

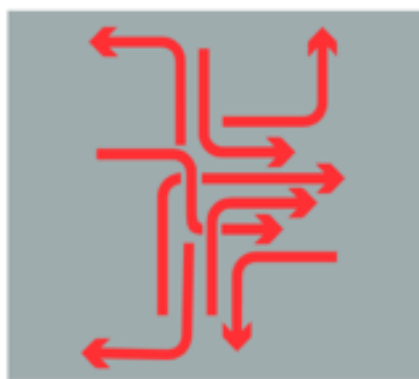
Verbal and written responses are given by students, which apply BTEC command words

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.



INTELLECTUAL CONFIDENCE

The ability to articulate personal views based on evidence.



SEEING ALTERNATIVE PERSPECTIVES

The ability to take on the views of others and deal with the complexity and ambiguity.

New learning is linked to best practice in early years settings

Students engage in tasks which analyse and evaluate:

Different approaches in practice are explored

A **variety** of factors, play opportunities and individual circumstances are investigated

A **range** of theoretical perspectives, curriculum approaches and legislation and policies are examined

Impact of Individual Circumstances

Physical circumstances	Cognitive circumstances	Communication and language circumstances	Emotional and social circumstances
Unable to access activities at specific levels	May lose interest quickly	May not be able to sustain involvement in activities	May be unable to navigate the play areas and activities.
Disruptive behaviour	May not be able to understand rules in play.	Unable to grasp small objects	Unable to manipulate materials
May tire easily	Play with others may be limited as they may be perceived as not wanting to play due to lack of responsiveness.	May have difficulties communicating preferences and choices	Difficulty forming friendships



Log on to Teams to complete your starter task for today - What can your recall/remember? Complete 'Expected development 0-18 months' quiz



Consider

Alfie, 5 years old

- Started school
- Having difficulty maintaining friendships
- Very sociable but bossy
- Tantrums when children don't do as he wants
- Gets frustrated very easily



What do you notice about Alfie's self-resilience? How can you support him?



LAA Assessment: Ofsted report response

The head teacher has just received Hill Top Infant and Nursery School's latest Ofsted report. The quality of provision is good but some areas require improvement. The report states that to meet the requirements of the Early Years Foundation Stage the provider must:

- Build a language rich environment to support the children in Foundation Stage
- Provide the children with further opportunities to develop their language skills using both outdoor and indoor facilities.
- Review how staff can support children with delayed speech, communication and language

Produce a report responding to Hill Top Infant and Nursery School's latest Ofsted report, making recommendations to address the issues raised. Justify these with reference to early years theory.

Year 13 – You Do Task – Students make reference to Statutory Requirements and Non-Statutory Guidance for the EYFS and different theoretical perspectives

Year 11 Do It Now Activity

Case study 1 Describing a child's growth and development

Lily 7 months



Lily has just learned to sit on her own. She enjoys tummy time, often rolling over from her back to get a better view of things on her tummy.

She can hold a toy for a good length of time. These often go in her mouth and she uses both hands to help her do this. She is currently teething, and has two teeth.

She communicates in long strings of babbling, and appears to listen intently when being spoken to.

She will smile in response to others, and doesn't mind who she is being held by. Though she does spend some time looking intently at the person when first handed to them, and often checks to see if Mum and Dad are nearby.

Lily's Mum, has just returned back to work. She attends a Private Day Nursery for 2 days a week, while Mum is at work, and stays with her Grandparents on another 2 days of the week. She lives with her Mum, Dad and older brother, and has a big extended family who she sees regularly.

Lily has been eating solid foods for 2 months now. She enjoys finger foods, gets very excited at mealtimes, and is enjoying a wide range of foods. She is now sleeping through the night.

Which area of development does each statement refer to? Does it show that he is meeting expected development, emerging or exceeding in his development? Why?

Which parts tell us about her growth? Is this expected for her age?

Describe growth and development for a child across the life stages of birth to five years (2A.2P2)

Year 10 – 13 complete Multiple choice retrieval quizzes (20 marks) set on TEAMS as a Do It Now activity

Year 11 November Mock Exam

What Went Well	Even Better If
Subject Knowledge Strengths: Identification of sensory impairment, transitions, effects of shyness, activities to promote language development, resources suitable for a particular age, adjustments for physical circumstances; risks to a child in a wheelchair	Not always using command verbs Subject Knowledge Gaps: Expected development Effects of disruptive behaviour Resources to support communication and language difficulties Tools for children with a Visual impairment Effects of delayed fine motor skills How to support children in playing with others Adaptions for children in wheelchairs
Importance of adoptions Support for children in specific activities How language delay affects development How group activities promote development	

Grade	Unclassified	Level 1			Level 2		
		Pass	Merit	Distinction	Pass	Merit	Distinction
Boundary Mark	0	23	26	30	34	41	48

Theorist: Bronfenbrenner

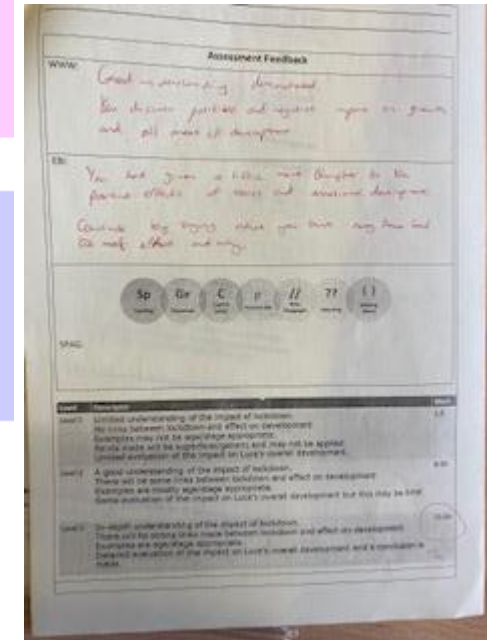
State each of the bio-ecological systems which Bronfenbrenner describes	Justify how Bronfenbrenner's theory can be used to support the development of a child	Give examples of different predictable/unpredictable events which may impact on a child's development (chronosystem)
Describe things which may impact on a child's life which do not directly involve the child (Exosystem)	Identify possible people and places in a child's microsystem	Explain how Bronfenbrenner's theory can help us to understand a child's behaviour
Assess the importance of Bronfenbrenner's theory	Explain external influences within a child's life (macrosystem)	Outline possible connections between people and places in a child's microsystem (mesosystem)
1 mark	2 marks	3 marks

Key Words:
 Bio-ecological systems
 Microsystem
 Mesosystem
 Exosystem
 Macrosystem
 Chronosystem

How does this theory link to the following theorists:
 Maslow?
 Piaget?
 Bruner?
 Vygotsky?
 Chomsky?
 Atkinson & Shiffrin?
 Skinner?
 Bowlby?
 Ainsworth?
 Bandura?

How many points can you score?

Year 12 – Revision Guide – Show understanding of command words and theorists



Year 12 – Feedback sheet – 12 mark exam question

Level 2 Child Development

Level 3 Children's Play, Learning & Development



PRACTICE

The ability to train and prepare through repetition of the same processes in order to become more proficient.

Opportunities to complete extended writing tasks and written responses to exam questions, are embedded in lessons

Formative assessments

prepare students for summative assessments

Practice case studies are completed together before students make independent attempts

High
Performance
Learning in
Child
Development/
CPLD

VAA's

Written responses are scaffolded

Students are provided with **writing frames** and **Literacy Support**

Resources to support assessment work are signposted on **class pages on TEAMS Assessment criteria** and **marking bands** are used to complete and assess own work



CONFIDENT

The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas.

Regular feedback allows students to see their successes and areas for development

Marks and **Grades** allocated to tasks allow students to monitor their progress, and can act as a drive to success

Written feedback provides them with the tools to facilitate their progress



RESILIENCE

The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.



PERSEVERANCE

The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

Assessment Tasks are broken down into specific structured tasks

This makes them **achievable** and realistic for ALL students

Regular feedback makes each piece of work **measurable**

Key Deadlines are provided for all tasks to show end points and students are **timed** in completing written responses to exams

Case Study 1:

Describe all areas of Ezra’s development, including:

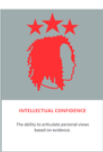
Physical

Intellectual

Language

Emotional

Social



Ezra, 9 months

Describe growth and development for a child across the life stages of birth to five years (2A.P2)

Ezra is _____ months/years old.

He is growing/not growing as expected as...

_____ is meeting expected development for development because ...

He is exceeding expected development for development because ...




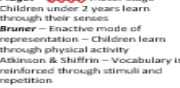
This would normally be expected at _____ months/years of age.

This may be due to ...

He is emerging in _____ development because ...

This would normally be expected at _____ months/years of age.

This may be due to ...

Area of Development: Communication & Language		
Age/Stage: 0-6 Months		
Key Milestones (what a child might do) Listening and Attention Turns and listens to a familiar sound Responds to intonations and sounds in voices by quietening or being alert Interacts with others by smiling, looking and moving Fleeting attention 1 month – turns to adult voice 3 months – smiles when hears adult voice Understanding Turns to own name Understands contextual clues Speaking Communicates needs and feelings by crying, gurgling, babbling and squealing Responds when spoken to by making sounds Develops speech sounds Points to make requests 1 month – cries to gain attention 6 months – makes short babbling sounds Around 6 months, does the baby respond to familiar voices, turn to their own name and 'take turns' in conversations with babbling?	Key Activities (what adults might do) Play 'Peek-a-boo' Sing songs and rhymes Provide sensory experiences Establish routines that incorporate interaction time Do Hand and finger play rhymes Provide stimulating resources/spaces   	Key Strategies (what adults might do) Be attentive – Ensure they can see your face; make eye contact Use animated facial expressions and a lively voice Say the baby's name Imitate the baby's responses Use repeated sounds, words and phrases Follow the baby's focus and interest Give babies time to react Talk to babies about what you are doing Use actions Speak clearly Observe children as they react in their environment Display lists of words in their home language Turn-take in conversation with babies Value babies attempts at words Use greetings in English and home language Tune in to messages given by babies through vocalisations, body language and gestures Allow time for conversations Listen patiently Encourage conversations
Theory Links: Chomsky – Expected pattern of language development – Children will babble before they begin to say words; They need to be exposed to language to learn it	Theory Links: Playgel –  motor stage – Children under 2 years learn through their senses Bruner – Enactive mode of representation – Children learn through physical activity Abskon & Shiffrin – Vocabulary is reinforced through stimuli and repetition	Theory Links: Vygotsky – Language is scaffolded by adults – Using NYC skills to support meaning; Role-bridging: Using greetings Bandura – Role model – Children will focus their attention on the person and their voice. They may start to imitate sounds, smiles, turn-taking in conversation Skinner – positive reinforcement – Valuing/praising attempts at words; vocal responses
Outline expected level at the end of the Foundation Stage (Early Learning Goals) Children should: Listen attentively and respond to what they hear; Make comments about what they have heard; Hold conversation with their teacher and peers; Participate in small group, class and one-to-one discussions; Offer explanations for why things might happen; Express their ideas and feelings Summarise the educational programme <i>The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.</i> Practitioners should: Comment on what children are interested in or doing; echo back what children say, adding new vocabulary; Read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems; Use and embed new words in a range of contexts; Provide role play opportunities; Use sensitive questioning		

Year 10 – Writing Frame

:/A.P1	Explain responsibilities of early years' professionals in keeping children healthy and safe with reference to legislation, regulations and guidance.
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INTELLECTUAL CONFIDENCE
The ability to analyse personal ideas based on evidence.



PRACTICE
The ability to read and respond through observation of the same process in order to become more proficient.



RESILIENCE
The ability to overcome setbacks, remain confident, focused, flexible and optimistic, and when to know when to ask for help or advice.



PERFORMANCE
The ability to keep going and not give up, face challenges and difficulties and persevere in effort, work diligently and with responsibility, achieve positive and high quality outcomes and the desired outcome for the task.



Year 12 & 13 Writing Frame – Using Cornell Method to record key information

Name: _____

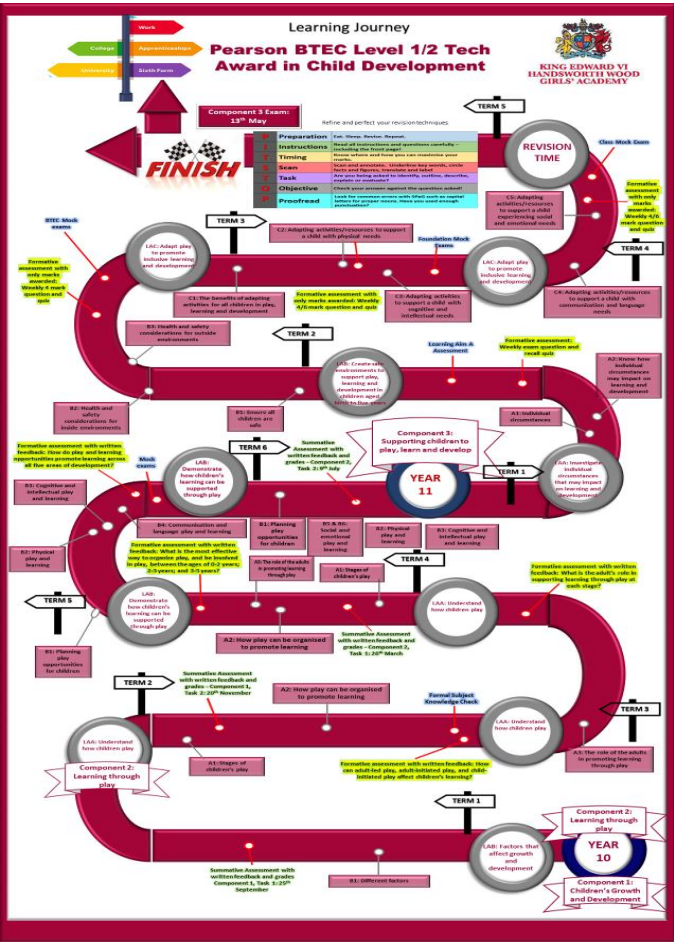
Units	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Points achieved
Component 1: Children's Growth and Development	9	15	N/A	22	29	36	
Component 2: Learning through Play	9	15	N/A	22	29	36	
Component 3: Supporting Children to Play, Learn, and Develop	12-17	18-23	24-29	30-35	36-41	42-48	

2-hour examination

To work out your overall grade for the qualification, add up all the points achieved on the table above and use the table below to work out what grade this will be. The qualification is graded over seven grades from Level 1 Pass to Level 2 Distinction*. Learners must achieve all components at Level 1 Pass or above in order to be awarded a qualification.

Points	30	44	58	72	95	105	114
Grade	Level 1 Pass	Level 1 Merit	Level 1 Distinction	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction*

Year 10 & 11 Grade Boundary Sheet – used with students to track their achievement across units



Key Stage 4 & 5 Learning Journey's record key assessment tasks and deadlines

Year 12 Checklist for Formative Assessment task

Level 2 Child Development

Level 3 Children's Play, Learning & Development