

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.

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Performance criteria

Plan assessment requirements of curriculum frameworks

You must be able to:

- P1 select relevant information on which to base early years assessments, from curriculum documents
- P2 work with others to plan assessments
- P3 work in partnership with **families** to plan assessments
- P4 work with **others** to promote a supportive environment in which families are able to discuss aspects of their child's learning and development
- P5 use a **child-centred approach** when planning assessments
- P6 involve children in assessment planning in ways which make it enjoyable and which contribute to their developmental needs
- P7 when planning assessments, use an integrated approach which reflects different areas of the **curriculum framework**
- P8 plan assessments that are flexible enough to adapt to different circumstances
- P9 plan assessments that reflect the ethos and values of the setting you work in
- P10 plan to use children's **everyday routines** on which to base your assessments
- P11 develop assessments that **value diversity**, are **inclusive** and **show anti-discriminatory practice**
- P12 ensure that your setting has adequate and appropriate resources for the implementation of the assessment process
- P13 record plans for assessments accurately and coherently in line with **work setting** requirements

Assess children's progress in consultation with others

You must be able to:

- P14 liaise with families and others on a regular basis to discuss individual children's progress
- P15 use a positive and supportive manner to encourage families to discuss their child's progress, capabilities and limitations
- P16 liaise with families and others on a regular basis to share views and to amend plans and strategies
- P17 be sensitive to children's achievements and recognise when they are ready to progress
- P18 undertake formative and summative assessments, using agreed methods
- P19 use observation to contribute towards assessments
- P20 seek additional support if the child is not progressing as expected
- P21 complete records of assessments accurately and coherently in line with work setting requirements

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- P22 share the contents of records with families
 - P23 reflect on your practice when planning and implementing assessments

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

You need to know and understand:

Your practice

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

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You need to know and understand:

Theory for practice

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

Communication

You need to know and understand:

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

Personal and professional development

You need to know and understand:

- K28 principles of reflective practice and why it is important

Health and Safety

You need to know and understand:

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

Safeguarding

You need to know and understand:

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

Handling information

You need to know and

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understand:

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

You need to know and understand:

Specific to this NOS

- K38 the **transitions** that children and young people may go through
- K39 how children's learning is affected by their stage of development
- K40 current theoretical approaches to how children learn and develop
- K41 requirements of the relevant inspectorates
- K42 safeguards that need to be in place when assessing children and the need for objectivity
- K43 how to use assessments of children's progress as part of the planning
- K44 how to use assessments of children's progress to inform staff development and improve provision

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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 well being 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 well-being and who enable you to carry out your role

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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

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Scope/range relating 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

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Suite Children's Care Learning and Development

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