Rewarding Learning

CCEA Specification Level 3 Certificate for Classroom Assistants (QCF)

Portfolio Tracking Booklet

KEY	
WP	Work Product
O	Observation
WT	Witness Testament
PD	Professional Discussion
R/A	Reports/Assignment
PR	Portfolio Reference

classroom assistants

Version 2: Updated 27 September 2011

UNIT 01: Communication & Professional relationships with children, young people and adults

<u>Unit Purpose and aim</u>: to understand the principles of developing relationships and how to communicate withy children, young people and adults.

<u>KEY</u>: WP – Work Product O- Observation WT – Witness Testament PD – Professional Discussion R/A – Reports/Assignment PR- Portfolio Reference

Learning Outcomes What you must do:	**Evidence Type & Portfolio Reference**						**Background Knowledge to work. How do you relate the outcomes to your work placement**
	WP	O	WT	PD	R/A	PR	**Overview of how this unit was achieved**
Understanding the principles of developing positive relationships with children, young people and adults							
1.1:1 Explain why effective communicating in developing positive relationships with children, young people and adults.							
1.1:2 Explain the principles of relationship building with children, young people and adults.							
1.1:3 Explain how different social, professional and cultural contexts may affect relationships and the way people communicate.							
Understand how to communicate with children, young people and adults.							
1.2:1 Explain the skills needed to communicate with children and young people.							
1.2:2 Explain the skills needed to communicate with children and young people. Explain how to adapt communication with children and young people for: (a) the age of the child or young person (b) the context of the communication (c) communication differences							
1.2:3 Explain the main differences between communicating with adults and communicating with children and young people.							

1.2:4 Explain how to adapt communication needs of adults.							
1.2:5 Explain how to manage disagreements with children, young people and adults.							
Understand legislation, policies and procedures for confidentiality and sharing information, including data protection							
1.3:1 Summarise the main points of legislation and procedures policies and procedures covering confidentiality, data protection and disclosure of information.							
1.3:2 Explain the importance of reassurance children, young people and adults of the confidentiality of shared information and the limits of this.							
1.3:3 Justify the kinds of situation when confidentiality protocols must be breached.							

UNIT 02: SCHOOLS AS ORGANISATIONS

Unit Purpose and aim: to know the structure of education from early years to post-compulsory education as well as how schools are organised, their ethos, mission and aims, along with the understanding school policies and procedures.

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Learning Outcomes What you must do:	**Evidence Type & Portfolio Reference**						**Background Knowledge to you relate the outcomes to you work placement**
	WP	O	WT	PD	R/A	PR	**Overview of how this unit was achieved**
Know the structure of education from early years to post-compulsary education							
2.1:1 Summarize entitlement and provision for early years education.							
2.1:2 Explain the characteristics of the different types of schools in relation to educational stage(s) and school governance.							
2.1:3 Explain the post 16 options for young people and adults.							
Understand how schools are organised in terms of roles and responsibilities							
2.2:1 Explain the strategic purpose of: (a) school governors (b) senior management team (c) other statutory roles eg., SENCO (d) teachers (e) support staff roles							
2.2:2 Explain the roles of external professions who may work with a school eg., education psychologist							

Understand school ethos, mission, aims and values							
2.3:1 Explain how the ethos, mission, aims and values of a school may be reflected in working practices							
2.3:2 Evaluate methods of communicating a school's mission, aims and values							
Know about the legislation affecting schools							
2.4:1 Summarise the laws and codes of practice affecting work in schools							
2.4:2 Explain how legislation affects how schools work.							
2.4:3 Explain the roles of regulatory bodies relevant to the education sector which exist to monitor and enforce the legislative framework, including: (a) general bodies such as the Health and Safety Executive (b) school specific regulatory bodies							

Understand the purpose of school policies and procedures							
2.5:1 Explain why schools have policies and procedures							
2.5:2 Summaries the policies and procedures schools may have relating to (a) staff (b) pupil welfare (c) teaching and learning (d) equality, diversity and inclusion (e) parental engagement							
2.5:3 Evaluate how school policies and procedures may be developed and communicated.							
Understand the wider context in which schools operate							
2.6:1 Summarise the roles and responsibilities of national and local government for educational policy and practice.							
2.6:2 Explain the role of schools in national policies relating to children, young people and families.							
2.6:3 Explain the roles of other organisations working with children and young people and how these may impact the work of schools.							

UNIT 03: Understand how to safeguard the wellbeing of children and young people

<u>Unit Purpose and aim</u>: to understand the main the main legislation, guidelines, policies and procedures for safeguarding children and young people and to understand the importance of working in partnership with other organisations as well as understanding the health, safety and protection within the work setting.

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Learning Outcomes What you must do:	**Evidence Type & Portfolio Reference to you work. How to you work**						**Background Knowledge you relate the outcomes Placement**
	WP	O	WT	PD	R/A	PR	**Overview of how this unit was achieved**
Understand the main legislation, guidelines, policies and procedures for safeguarding children and young people.							
3.1:1 Outline the current legislation, guidelines, policies and procedures within own UK Home Nation affecting the safeguarding of children and young people.							
3.1.2 Explain child protection within the wider concept of safeguarding children safeguarding children and young people.							
3.1.3 Analyse how national and local guidelines, policies and procedures for safeguarding affect day to day work with children and young people.							
3.1.4 Explain when and why inquiries and serious case reviews are required and how the sharing of the findings informs practice.							
3.1.5 Explain how the processes used by own work setting or service comply with legislation that covers data protection, information handling and sharing.							

Understand the importance of working in partnership with other organisations to safeguard children and young people							
3.2.1 Explain the importance of safeguarding children and young people							
3.2.2 Explain the importance of a child or young person centred approach							
3.2.3 Explain what is meant by partnership working in the context of safeguarding.							
3.2.4 Describe the roles and responsibilities of the different organisations that may be involved when a child or young person has been abused or harmed.							
Understand the importance of ensuring children and young people's safety and protection in the work setting.							
3.3.1 Explain why it is important to ensure children and young people are protected from harm within the work setting.							
3.3.2 Explain policies and procedures that are in place to protect children and young people and adults who work with them.							
3.3.3 Evaluate ways in which concerns about poor practice can be reported whilst ensuring that whistleblowers and those whose practice and behaviour is being questioned is protected.							
3.3.4 Explain how practitioners can take steps to protect themselves within their everyday practice in the work setting and on off site visits.							

Understand how to respond to evidence or concerns that a child or young person has been abused or harmed							
3.4.1 Describe the possible signs, symptoms, indicators and behaviours that may cause concern in the context of safeguarding.							
3.4.2 Describe the actions to take if a child or young person alleges harm or abuse in line with policies and procedures of own setting.							
3.4.3 Explain the rights that children, young people and their carers have in situations where harm or abuse is suspected or alleged.							
Understand how to respond to evidence or concerns that a child or young person has been bullied							
3.5.1 Explain different types of bullying and the potential effects on children and young people.							
3.5.2 Outline the policies and procedures that should be followed in response to concerns or evidence of bullying and explain the reasons why they are in place.							
3.5.3 Explain how to support a child or young person and/or their family when bullying is suspected or alleged.							

Understand how to work with children and young people to support their safety and wellbeing							
3.6.1 Explain how to support children and young people's self-confidence and self-esteem.							
3.6.2 Analyse the importance of supporting resilience in children and young people.							
3.6.3 Explain why it is important to work with the child or young person to ensure they have strategies to protect themselves and make decisions about safety.							
3.6.4 Explain ways of empowering children and young people to make positive and informed choices that support their well being and safety.							
Understand the importance of e-safety for children and young people							
3.7.1 Explain the risks and possible consequences for children and young people of being online and of using a mobile phone.							
3.7.2 Describe ways of reducing risk to children and young people from: - social networking - internet use - buying online - using a mobile phone							

UNIT 04: Support learning activities

Unit Purpose and aim: to create a positive learning environment, managing behaviour and promoting shy or reticent learners and modifying and adapting activities. To prepare and support learning activities

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Learning Outcomes What you must do:	Evidence Type & Portfolio Reference						Background Knowledge to did you relate the outcomes to your work placement
	WP	O	WT	PD	R/A	PR	Overview of how this unit was achieved
Be able to contribute to planning learning activities							
4.1:1 Explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities.							
4.1.2 Evaluate own strengths and weaknesses in relation to supporting learning activities and how these may impact on the support that can be provided.							
4.1.3 Use knowledge of the learners and curriculum to contribute to the teacher's planning							
4.1.4 Offer constructive suggestions for own role in supporting planned learning activities							
4.1.5 Identify and obtain the information required to support learning activities.							

Be able to prepare for learning activities							
4.2:1 Select and prepare and resources required for the planning learning activities							
4.2.2 Develop and adapt resources to meet the needs of learners.							
4.2.3 Ensure the learning environment meets relevant health, safety, security and access requirements.							
Be able to support learning activities							
4.3:1 Select and prepare and resources required for the planning learning activities							
4.3.2 Develop and adapt resources to meet the needs of learners.							
4.3.3 Ensure the learning environment meets relevant health, safety, security and access requirements.							
4.4.1 Select and demonstrate learning support strategies to meet the needs of learners							
4.4.2 Explain how social organisation and relationships may affect the learning process.							
4.3.3 Give attention to learners in a way that balances the needs of individuals and the group as a whole.							
4.4.1 Demonstrate ways of encouraging learners to take responsibility for their own learning.							
4.4.2 Demonstrate way of supporting learners to develop: (a) literacy skills (b) numeracy skills (c) ICT skills (d) problem solving skills							
4.4.3 Explain the sorts of problem that might occur when supporting learning activities and how to deal with these.							

Be able to observe and report on learner participation and progress							
4.5.1 Apply skills and techniques for monitoring learners' response to learning activities							
4.5.2 Assess how well learners are participating in activities and the progress they are making.							
4.5.3 Record observances and assessments of learner participation and progress in the required format.							
Be able to contribute to the evaluation of learning activities							
4.6.1 Explain the importance of evaluating learning activities.							
4.6.2 Use the outcomes of observations and assessments to: (a) provide feedback to learners on progress made (b) provide the teacher with constructive feedback on the learning activities (c) provide the teacher with feedback on learners' participation and progress. (d) reflect on and improve own practice in supporting learning activities							
Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT							
4.6.3 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT practice.							
4.6.4 Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT							

Be able to contribute to the evaluation of learning activities							
4.6.1 Explain the importance of evaluating learning activities.							
4.6.2 Use the outcomes of observations and assessments to: (a) provide feedback to learners on progress made (b) provide the teacher with constructive feedback on the learning activities (c) provide the teacher with feedback on learners' participation and progress. (d) reflect on and improve own practice in supporting learning activities							
Be able to evaluate own practice in relation to supporting literacy, numeracy and ICT							
4.6.3 Evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT practice.							
4.6.4 Develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT							

UNIT 05 : Support assessments for learning

Unit Purpose and aim: To raise learners' achievement in personalised learning goals that reflect learning objectives, ongoing assessment and to understand the purpose characteristics of assessment for learning and to promote learning. To support learners in reviewing their learning strategies and achievements and to contribute to reviewing assessment of learning

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Learning Outcomes What you must do:	**Evidence Type & Portfolio Reference**						**Background Knowledge to work. How did you relate the outcomes to your work placement**
	WP	O	WT	PD	R/A	PR	**Overview of how this unit was achieved**
Understand the purpose and characteristics of assessment for learning							
5.1: Compare and contrast the roles of the teacher and learning support practitioner in assessment of learners' achievements							
5.1.2 Summarise the difference between formative and summarise assessment.							
5.1.3 Explain the importance and benefits of assessment for learning							
5.1.4 Explain the importance and benefits of assessment for learning							
5.1.5 Explain how assessment for learning can contribute to planning for future learning carried out by: (a) the teacher (b) the learners (c) the learning support practitioner							

Be able to use assessment strategies to promote learning							
5.2.1 Obtain the information required to support assessment for learning							
5.2.2 Use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners.							
5.2.3 Use assessment opportunities and strategies to gain information and make judgements about how well learners are participating in activities and the progress they are making							
5.2.4 Provide constructive feedback to learners to help them understand what they have done well and what they need to develop.							
5.2:5 Provide opportunities and encouragement for learners to improve upon their work							

Be able to support learners in reviewing their learning strategies and achievements							
5.3 Use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs							
5.3.2 Listen carefully to learners and positively encourage them to communicate their needs for future learning							
5.3.3 Support learners in using peer assessment and self assessment to evaluate their learning achievements.							
5.3.4 Support learners to: (a) reflect on their learning (b) identify the progress they have made (c) identify their emerging learning needs (d) identify the strengths							
Be able to contribute to reviewing assessment for learning							
5.4.1 Provide feedback to the teacher on: (a) learner participation and progress in the learning activities (b) learners' engagement in and response to assessment for learning (c) learners' progress in taking responsibility for their own learning 5.4.2 Use the outcomes of assessment for learning to reflect on and improve own contribution to supporting learning.							

UNIT 06: Understand child and young person development

<u>Unit Purpose and aim</u>: To understand the development of children and young people and how this affects practice and how transitions may effect their development

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Learning Outcomes What you must do:	**Evidence Type & Portfolio Reference**						**Background Knowledge to work. How did you relate the outcomes to your work placement**
	WP	O	WT	PD	R/A	PR	**Overview of how this unit was achieved**
Understand the expected pattern of development for children and young people from birth – 19 years							
6.1:1 Explain the sequence and rate of each aspect of development from birth– 19 years							
6.1.2 Explain the difference between sequence of development and rate of development and why the difference is important.							
Understand the factors that influence children and young people's development and how these affect practice							
6.2.1 Explain how children and young people's development is influenced by a range of personal factors.							
6.2.2 Explain how children and young people's development is influenced by a range of external factors							
6.2.3 Explain how theories of development and frameworks to support development influence current practice.							

Understand how to monitor children and young people's development and interventions that should take place if this is not following the expected pattern.							
6.3.1 Explain how to monitor children and young people's development using different methods.							
6.3.2 Explain the reasons why children and young people's development may not follow the expected pattern.							
6.3.3 Explain how disability may affect development.							
6.3.4 Explain how different types of interventions can promote outcomes for children and young people where development is not following the expected pattern.							
Understand the importance of early intervention to support the speech, language and communication needs of children and young people							
6.4:1 Analyse the importance of early identification of speech, language and communication delays and disorders and the potential risks of late recognition. numeracy development							
6.4.2 Explain how multi agency teams work together to support speech, language and communication							
6.4.3 Explain how play and activities are used to support the development of speech, language and communication.							
Understand the potential effects of transitions on children and young people's development.							
6.5.1 Explain how different types of transitions can affect children and young people's development. numeracy skills							
6.5.2 Evaluate the effect on children and young people of having positive relationships during periods of transition.							