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| [9/303](#Unit303" \o "F/601/4073 303 Support learning activities) | [1.1](#Unit303_1_1" \o "1.1 explain how a learning support practitioner may contribute to the planning, delivery and review of learning activities.) | [1.2](#Unit303_1_2" \o "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.) | [1.3](#Unit303_1_3" \o "1.3 use knowledge of the learners and curriculum to contribute to the teacher’s planning.) | [1.4](#Unit303_1_4" \o "1.4 offer constructive suggestions for own role in supporting planned learning activities.) | [1.5](#Unit303_1_5" \o "1.5 identify and obtain the information required to support learning activities.) | [2.1](#Unit303_2_1" \o "2.1 select and prepare the resources required for the planned learning activities.) | [2.2](#Unit303_2_2" \o "2.2 develop and adapt resources to meet the needs of learners.) | [2.3](#Unit303_2_3" \o "2.3 ensure the learning environment meets relevant health, safety, security and access requirements.) | [3.1](#Unit303_3_1" \o "3.1 select and demonstrate learning support strategies to meet the needs of learners.) | [3.2](#Unit303_3_2" \o "3.2 explain how social organisation and relationships may affect the learning process.) | [3.3](#Unit303_3_2" \o "3.3 give attention to learners in a way that balances the needs of individuals and the group as a whole.) | [3.4](#Unit303_3_4" \o "3.4 demonstrate ways of encouraging learners to take responsibility for their own learning.) | [3.5](#Unit303_3_5" \o "3.5 demonstrate ways of supporting learners to develop: a) literacy skills b) numeracy skills c) ICT skills d) problem solving skills.)  [ab](#Unit303_3_5" \o "3.5 demonstrate ways of supporting learners to develop: a) literacy skills b) numeracy skills c) ICT skills d) problem solving skills.) | [3.6](#Unit303_3_6" \o "3.6 explain the sorts of problems that might occur when supporting learning activities and how to deal with these.) | [4.1](#Unit303_4_1" \o "4.1 apply skills and techniques for monitoring learners’ response to learning activities.) | [4.2](#Unit303_4_2" \o "4.2 assess how well learners are participating in activities and the progress they are making.) | [4.3](#Unit303_4_3" \o "4.3 record observations and assessments of learner participation and progress in the required format.) | [5.1](#Unit303_5_1" \o "5.1 explain the importance of evaluating learning activities. ) | [5.2](#Unit303_5_2" \o "5.2 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 progr) | [6.1](#Unit303_6_1" \o "6.1 evaluate how own knowledge, understanding and skills in literacy, numeracy and ICT impact on) | [6.2](#Unit303_6_2" \o "6.2 develop a plan for improving own knowledge, understanding and skills in literacy, numeracy and ICT.) |  |
| [4/304](#Unit304" \o "A/601/4069 304 Promote children and young people's positive behaviour) | [1.1](#Unit304_1_1" \o "1.1 summarise the policies and procedures of the setting relevant to promoting children and young people’s positive behaviour.) | [1.2](#Unit304_1_2" \o "1.2 evaluate how the policies and procedures of the setting support children and young people to: a) feel safe) | [1.3](#Unit303_1_3" \o "1.3 explain the benefits of all staff consistently and fairly applying boundaries and rules for children and young people’s behaviour in accordance with the policies and procedures of the setting.) | [2.1](#Unit303_2_1" \o "2.1 explain the benefits of actively promoting positive aspects of behaviour.) | [2.2](#Unit303_2_2" \o "2.2 demonstrate ways of establishing ground rules with children and young people which underpin appropriate behaviour and respect for others.) | [2.3](#Unit303_2_3" \o "2.3 demonstrate strategies for promoting positive behaviour according to the policies and procedures of the setting.) | [2.4](#Unit304_2_4" \o "2.4 demonstrate realistic, consistent and supportive responses to children and young people’s behaviour.) | [2.5](#Unit304" \o "2.5 provide an effective role model for the standards of behaviour expected of children, young people and adults within the setting.) | [3.1](#Unit304_3_1" \o "3.1 demonstrate strategies for minimising disruption through inappropriate behaviour of children and young people.) | [3.2](#Unit304_3_2" \o "3.2 demonstrate strategies for managing inappropriate behaviour according to the policies and procedures of the setting.) | [3.3](#Unit304_3_3" \o "3.3 apply rules and boundaries consistently and fairly, according to the age, needs and abilities of children and young people.) | [3.4](#Unit304_3_4" \o "3.4 provide support for colleagues to deal with inappropriate behaviour of children and young people.) | [3.5](#Unit304_3_5" \o "3.5 explain the sorts of behaviour or discipline problems that should be referred to others and to whom these should be referred.) | [4.1](#Unit304_4_1" \o "4.1 recognise patterns and triggers which may lead to inappropriate behavioural responses and take action to pre-empt, divert or diffuse potential flash points) | [4.2](#Unit304_4_2" \o "4.2 use agreed strategies for dealing with challenging behaviour according to the policies and procedures of the setting.) | [4.3](#Unit304_4_3" \o "4.3 assess and manage risks to own and others’ safety when dealing with challenging behaviour) | [4.4](#Unit305_4_4" \o "4.4 support children, young people and colleagues to identify the situations and circumstances which trigger inappropriate behavioural responses and ways of avoiding these from happening.) | [4.5](#Unit304_4_5" \o "4.5 recognise and take immediate action to deal with any bullying, harassment or oppressive behaviour according to the policies and procedures of the setting.) | [5.1](#Unit304_5_1" \o "5.1 demonstrate ways of supporting children and young people to review their behaviour and the impact of this on others, themselves and their environment ) | [5.2](#Unit304_5_2" \o "5.2 demonstrate ways of supporting children and young people with behavioural difficulties to identify and agree behaviour targets.) | [5.3](#Unit304_5_3" \o "5.3 use own knowledge of promoting positive behaviour to contribute to reviews of behaviourpolicies, including bullying, attendance and the effectiveness of rewards and sanctions.) | [5.4](#Unit304_5_4" \o "5.4 provide clear and considered feedback on the effectiveness of behaviour management strategies to inform policy review and development.) |
| [2/305](#Unit305" \o "H/601/4065 305 Develop professional relationships with adults, young people and children) | [1.1](#Unit305_1_1" \o "1.1demonstrate how to establish rapport and respectful, trusting relationships with children and young people.) | [1.2](#Unit305_1_2" \o "1.2demonstrate supportive and realistic responses to children and young people’s questions, ideas, suggestions and concerns.) | [1.3](#Unit305_1_3" \o "1.3 demonstrate how to support children and young people in making choices for themselves`.) | [1.4](#Unit305_1_4" \o "1.4 give attention to individual children and young people in a way that is fair to them and the group as a whole.) | [2.1](#Unit305_2_1" \o "2.1 use different forms of communication to meet the needs of children and young people.) | [2.2](#Unit305_2_2" \o "2.2 demonstrate how to adapt communication with children and young people for: a) the age and stage of development of the child or young person b) the context of the communication  c) communication differences)  [abc](#Unit305_2_2" \o "2.2 demonstrate how to adapt communication with children and young people for: a) the age and stage of development of the child or young person b) the context of the communication  c) communication differences) | [2.3](#Unit305_2_3" \o "2.3 demonstrate strategies and techniques to promote understanding and trust in communication with children and young people.) | [3.1](#Unit305_3_1" \o "3.1 demonstrate how to establish rapport and professional relationships with adults.) | [3.2](#Unit305_3_2" \o "3.2 demonstrate how to adapt communication with adults for: a) cultural and social differences b) the context of the communication c) communication differences.) | [3.3](#Unit305_3_3" \o "3.3 demonstrate strategies and techniques to promote understanding and trust in communication with adults.) | [3.4](#Unit305_3_4" \o "3.4 use skills and techniques to resolve misunderstandings and conflicts constructively.) | [3.5](#Unit305_3_5" \o "3.5 explain when and how to refer other adults to further sources of information, advice or support.) | [4.1](#Unit305_4_1" \o "4.1 demonstrate ways of helping children and young people to understand the value and importance of positive relationships with others.) | [4.2](#Unit305_4_2" \o "4.2 provide an effective role model in own relationships with children, young people and adults.) | [4.3](#Unit305_4_3" \o "4.3 use appropriate strategies for encouraging and supporting children and young people to understand and respect other people’s: a) individuality, diversity and differences b) feelings and points of view) | [4.4](#Unit305_4_4" \o "4.4 demonstrate ways of encouraging and supporting children and young people to deal with conflict for themselves.) | [4.5](#Unit305_4_5" \o "4.5 provide encouragement and support for other adults in the setting to have positive relationships with children and young people.) | [5.1](#Unit305_5_1" \o "5.1 apply the setting’s policies and procedures for: a) sharing information b) confidentiality c) data protection) | [5.2](#Unit305_5_2" \o "5.2 demonstrate how to report and record information formally and informally in the appropriate way for the audience concerned.) |  |  |  |
| [5/306](#Unit306" \o "M/601/4070 306 Promote equality,diversity and inclusion in work with children and young people) | [1.1](#Unit306_1_1" \o "1.1 identify the current legislation and codes of practice relevant to the promotion of equality and diversity.) | [1.2](#Unit306_1_2" \o "1.2 explain the importance of promoting the rights of all children and young people to participation and equality of access.) | [1.3](#Unit306_1_3" \o "1.3 explain the importance and benefits of valuing and promoting cultural diversity in work children and young people.) | [1.4](#Unit306_1_4" \o "1.4 interact with children and young people in a way that values diversity and respects cultural, religious and ethnic differences.) | [1.5](#Unit306_1_5" \o "1.5demonstrate ways of applying the principles of equality, diversity and anti-discriminatory.) | [2.1](#Unit306_2_1" \o "2.1 explain ways in which children and young people can experience prejudice and discrimination.) | [2.2](#Unit306_2_2" \o "2.2 analyse the impact of prejudice and discrimination on children and young people.) | [2.3](#Unit306_2_3" \o "2.3 evaluate how own attitudes, values and behaviour could impact on work with children and young people.) | [2.4](#Unit306_2_4" \o "2.4 explain how to promote anti-discriminatory practice in work with children and young people.) | [2.5](#Unit306_2_5" \o "2.5 explain how to challenge discrimination.) | [3.1](#Unit306_3_1" \o "3.1 explain what is meant by inclusion and inclusive practices.) | [3.2](#Unit306_3_2" \o "3.2 identify barriers to children and young people’s participation.) | [3.3](#Unit306_3_3" \o "3.3 demonstrate ways of supporting inclusion and inclusive practices in own work with children and young people.) |  |  |  |  |  |  |  |  |  |
| [7/307](#Unit307" \o "A/601/4072 307 Support assessment for learning) | [1.1](#Unit307_1_1" \o "1.1 compare and contrast the roles of the teacher and the learning support practitioner in assessment of learners’ achievements.) | [1.2](#Unit307_1_2" \o "1.2 summarise the difference between formative and summative assessment.) | [1.3](#Unit307_1_3" \o "1.3 explain the characteristics of assessment for learning.) | [1.4](#Unit307_1_4" \o "1.4 explain the importance and benefits of assessment for learning.) | [1.5](#Unit307_1_5" \o "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.) | [2.1](#Unit307_2_1" \o "2.1 obtain the information required to support assessment for learning.) | [2.2](#Unit307_2_2" \o "2.2 use clear language and examples to discuss and clarify personalised learning goals and criteria for assessing progress with learners.) | [2.3](#Unit307_2_3" \o "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.) | [2.4](#Unit307_2_4" \o "2.4 provide constructive feedback to learners to help them understand what they have done well and what they need to develop.) | [2.5](#Unit307_2_5" \o "2.5 provide opportunities and encouragement for learners to improve upon their work.) | [3.1](#Unit307_3_1" \o "3.1 use information gained from monitoring learner participation and progress to help learners to review their learning strategies, achievements and future learning needs.) | [3.2](#Unit307_3_2" \o "3.2 listen carefully to learners and positively encourage them to communicate their needs  and ideas for future learning.) | [3.3](#Unit307_3_3" \o "3.3 support learners in using peer assessment and self-assessment to evaluate their learning.) | [3.4](#Unit307_3_4" \o "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 and weaknesses of their learning strategies and plan how to improve them.) | [4.1](#Unit307_4_1" \o "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.) | [4.2](#Unit307_4_2" \o "4.2 use the outcomes of assessment for learning to reflect on and improve own contribution to support learning.) |  |  |  |  |  |  |
| PLTS | [CT.1](#ct_1" \o "CT 1 - generate ideas and explore possibilities) | [CT.2](#ct_2) | [CT.3](#ct_3" \o "CT 3 - connect their own and others’ ideas and experiences in inventive ways) | [CT.4](#ct_4" \o "CT 4 - question their own and others’ assumptions) | [CT.5](#ct_5" \o "CT 5 - try out alternatives or new solutions and follow ideas through) | [CT.6](#ct_6" \o "CT 6 - adapt ideas as circumstances change) | [TW.1](#tw_1" \o "TW 1 - collaborate with others to work towards common goals) | [TW.2](#tw_2" \o "TW 2 - reach agreements, managing discussions to achieve results) | [TW.3](#tw_3" \o "TW 3 - adapt behaviour to suit different roles and situations, including leadership roles) | [TW.4](#tw_4" \o "TW 4 - show fairness and consideration to others) | [TW.5](#tw_5" \o "TW 5 - take responsibility, showing confidence in themselves and their contribution) | [TW.6](#tw_6" \o "TW 6 - provide constructive support and feedback to others) | [RL.1](#rl_1" \o "RL 1 - assess themselves and others, identifying opportunities and achievements) | [RL.2](#rl_2" \o "RL 2 - set goals with success criteria for their development and work) | [RL.3](#rl_3" \o "RL 3 - review progress, acting on the outcomes) | [RL.4](#rl_4" \o "RL 4 - invite feedback and deal positively with praise, setbacks and criticism) | [RL.5](#rl_5" \o "RL 5 - evaluate experiences and learning to inform future progress) | [RL.6](#rl_6" \o "RL 6 - communicate their learning in relevant ways for different audiences) |  |  |  |  |
| PLTS | [SM.1](#sm_1" \o "SM 1 - seek out challenges or new responsibilities and show flexibility when priorities change) | [SM.2](#sm_2" \o "SM 2 - work towards goals, showing initiative, commitment and perseverance) | [SM.3](#sm_3" \o "SM 3 - organise time and resources, prioritising actions) | [SM.4](#sm_4" \o "SM 4 - anticipate, take and manage risks) | [SM.5](#sm_5" \o "SM 5 - deal with competing pressures, including personal and work-related demands) | [SM.6](#sm_6" \o "SM 6 - respond positively to change, seeking advice and support when needed) | [SM.7](#sm_7" \o "SM 7 - manage their emotions, and build and maintain relationships) | [EP.1](#ep_1" \o "EP 1 - discuss issues of concern, seeking resolution where needed) | [EP.2](#ep_2" \o "EP 2 - present a persuasive case for action) | [EP.3](#ep_3" \o "EP 3 - propose practical ways forward, breaking these down into manageable steps) | [EP.4](#ep_4" \o "EP 4 - identify improvements that would benefit others as well as themselves) | [EP.5](#ep_5" \o "EP 5 - try to influence others, negotiating and balancing diverse views to reach workable solutions) | [EP.6](#ep_6" \o "EP 6 - act as an advocate for views and beliefs that may differ from their own) | [IE.1](#ie_1" \o "IE 1 - identify questions to answer and problems to resolve) | [IE.2](#ie_2" \o "IE 2 - plan and carry out research, appreciating the consequences of decisions) | [IE.3](#ie_3" \o "IE 3 - explore issues, events or problems from different perspectives) | [IE.4](#ie_4" \o "IE 4 - analyse and evaluate information, judging its relevance and value) | [IE.5](#ie_5" \o "IE 5 - consider the influence of circumstances, beliefs and feelings on decisions and events) | [IE.6](#ie_6" \o "IE 6 - support conclusions, using reasoned arguments and evidence) |  |  |  |

To be assessed in work environment

Can be realistically achieved in an observation

Possible evidence can be gathered depending on level of support

Discussion or hard copy evidence

PLTS

TW 1 - collaborate with others to work towards common goals

TW 3 - adapt behaviour to suit different roles and situations, including leadership roles

TW 4 - show fairness and consideration to others

TW 5 - take responsibility, showing confidence in themselves and their contribution

TW 6 - provide constructive support and feedback to others

CT 1 - generate ideas and explore possibilities

CT 3 - connect their own and others’ ideas and experiences in inventive ways

CT 4 - question their own and others’ assumptions

CT 5 - try out alternatives or new solutions and follow ideas through

CT 6 - adapt ideas as circumstances change

RL 1 - assess themselves and others, identifying opportunities and achievements

SM 1 - seek out challenges or new responsibilities and show flexibility when priorities change

SM 2 - work towards goals, showing initiative, commitment and perseverance

SM 3 - organise time and resources, prioritising actions

SM 4 - anticipate, take and manage risks

SM 5 - deal with competing pressures, including personal and work-related demands

SM 6 - respond positively to change, seeking advice and support when needed

SM 7 - manage their emotions, and build and maintain relationships

EP 3 - propose practical ways forward, breaking these down into manageable steps

EP 4 - identify improvements that would benefit others as well as themselves