

ASSIGNMENT GUIDANCE



CACHE Level 2 Certificate in Pre-school Practice

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Beaufort House, 23 Grosvenor Road, St Albans, AL1 3AW

Telephone 01727 818616

Fax 01727 818618

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Introduction

Please note – This document is intended as guidance and is not mandatory

The following document has been developed to support tutors and candidates with the assessment requirements of the CACHE Certificate in Pre-school Practice. It is hoped that this guidance will assist in the interpretation of all CPP assignments. Detailed Guidance has been prepared for the following Units:

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Units

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Core Unit 2	Understanding and supporting the development of pre-school children
Option Unit 1	Working with children with disabilities and special educational needs and their families in the pre-school setting
Option Unit 2	Participating in effective teams in community based pre-school settings

How marks are allocated using the compensatory marking model

Each criteria is awarded a mark.

When the marks have been allocated for **each** criteria, they are added together and the total number of marks determines the grade awarded for the assignment.

NB. In some situations, a candidate may achieve sufficient marks to achieve a Pass or above grade, even though one or more criteria may have been awarded marks in the lowest band.

Core Unit 1 – Supporting play and learning in the pre-school

Criteria	Grading Criteria	Guidance
P1	Discuss how play supports children's learning	Give ways that show how children learn skills and knowledge when involved in play. This may include: Opportunities to explore, practice, make sense of things, make choices, gain independence, gain confidence, develops skills, etc e.g. playing with sand and water will help children learn to take turns and share, feel different textures, experiment with dry and wet sand etc
P2	Describe THREE activities/experiences to support children's learning	Name THREE different appropriate activities/experiences that will encourage children's learning. Briefly describe what will happen during the activity/experience. e.g. Making a fruit salad. The children will chop up a variety of fruits and mix together to make a fruit salad, which they can eat at snack time
P3	Discuss how EACH activity will support the communication and intellectual development of the children who attend the setting	For EACH of the activities/experiences given in P2, give at least ONE way the activity promotes communication AND at least ONE way it may promote the intellectual development of the children. E.g. Making fruit salad. The children will talk and ask questions about the different fruits - where they come from, their shape, colour, smell and this will develop their language communication skills. Intellectual development will be promoted when... etc
P4	Identify opportunities for child initiated play within EACH activity	For EACH of the 3 activities/experiences given in P2, give one example of how the children may make their own choices and decisions, develop their ideas about their play without adult intervention. E.g. The children are provided with a variety of large sheets, curtains, boxes, clothes to play with. They decided amongst themselves they were going to make a tent and to have a picnic in the tent...
P5	Identify opportunities for appropriate adult interactions within EACH activity/experience	For EACH activity/experience given in P2, give one example of how adult interaction could help the children to learn. Appropriate examples could include adult: adding different objects or new ideas to extend the activity, supporting a child who is observed to have difficulty with the task, giving encouragement, helping child handle mistakes, to express feelings, boost confidence, safety reasons etc

Core Unit 1 – Supporting play and learning in the pre-school (continued)

Criteria	Grading Criteria	Guidance
P6	Discuss ways the pre-school setting works in partnership with parents to support children's learning	Give information about different ways the setting works with parents to promote the learning of their children. Ways may include: good communication, understanding individual needs of child/family, feedback about child's progress, inviting parents into setting, involving parents in daily activities or to join committee etc E.g. The daily routine of the setting starts with a time when parents can settle their child and talk to the staff about any matters that could affect the child, such as the child had a restless night and seems a bit tired, so staff will be aware that he might need... etc
P7	Identify ways to develop your own practice in supporting children's learning	Think about your own practice and suggest more than one way you could develop your skills and knowledge about supporting the children's learning. E.g. I need to develop my ability to recognise when it would benefit the children if I interacted with them when they are playing. I could gain this skill by... etc
P8	Show an understanding of anti-discriminatory/anti bias practice	This criterion may be covered in P1-7 if responses show understanding that children have individual differences and needs, learning styles and that these are recognised and met
M1	Explain why adult interactions with children are an important part of supporting their learning	A development of P 5. Give relevant reasons why appropriate and sensitive input from adults can help children to achieve and learn. This may include: ensure children have quality play experiences, how children learn, encouraging and extending learning, helping children stay 'on target', develop concentration, give children choices/decision making opportunities, guidance on problem solving, resolving conflict, keeping children safe, etc
M2	Include references and a bibliography	Include at least two relevant references in the text to support your work and a bibliography at the end of the work. See Finding the Level for further guidance on references and bibliography
D	Explain how child initiated and adult directed play activities support children's learning	Give reasons why children may learn a great deal from <ul style="list-style-type: none"> • play activities which the children have chosen and planned themselves AND • activities which the adult has planned with a clear outcome in mind. E.g. An adult directed activity that plans to help a child develop confidence with physical skills will provide opportunities at an achievable level for the child, suitable resources, keep the child on target, etc

Core Unit 2 – Understanding and supporting the development of pre-school children

Criteria	Grading Criteria	Guidance
P1	Include TWO observations of one child in the appendix which fulfil the criteria in the assignment task	<p>Include two observations of one child (the same child) in the appendix. Each observation must include:</p> <ul style="list-style-type: none"> • A different area of development • A different observation method • The age of child in years and months • The date and time of observation • A record of the observation <p>Confidentiality MUST be maintained throughout. Do not give the name of the setting or name of the child - use initials or pseudonyms for child(ren), adults, setting in the observation</p>
P2	Identify the child's stage of development from the observation records	Using information gained in the two observations (P1), state the stage of development the child has reached. E.g. Child X was observed riding a tricycle in a straight line with feet turning the pedals...
P3	Describe how the observed development relates to the expected pattern of development	Show how the stage of development identified in P2 links with the expected pattern of development. Eg. Being able to ride a tricycle is usual for children aged 3 years 6 months ' 3 years - Pedals and steers a tricycle' (Tassoni P. 2002 Pg 6)
P4	Describe 2 ways to support the child's development as a result of the observations	Using information gained in P1,P2 and P3, give information about TWO appropriate activities or experiences that would further promote the development of the observed child. E.g Outdoor play. A variety of equipment in the outdoor play area, such as different size balls, bean bags, hoops, benches and so on, would help Child X to develop her muscles in her legs and arms, her hand/eye coordination... etc
P5	Describe factors which may influence development	<p>Name more than one factor and briefly describe how each can affect the development of children. Factors may include: health, diet, living conditions, exercise, rest and sleep, inherited factors, social contacts, poverty, emotional well being, stimulation etc.</p> <p>e.g. a diet which is lacking in certain nutrients will affect a child's growth, their energy , their health and ability to fight infections etc</p>

Core Unit 2 – Understanding and supporting the development of pre-school children (continued)

Criteria	Grading Criteria	Guidance
P6	Describe ways to share information about observations with parents	Give information about how information gained from the observations can be shared with parents. Ways may include: written or verbal communication, informal meetings, progress meetings, home/setting books, displays of children's work etc
P7	Identify ways to develop your own practice in supporting the development of children in a pre-school setting	Think about your own practice and suggest ways you could develop your skills and knowledge about supporting the children's development. E.g. I need to learn more about using observations so I can clearly identify what the child can do and use this information to plan how to encourage further development... I can develop my observational skills by...etc
P8	Show an understanding of anti-discriminatory/anti/bias practice	This may be covered by P1-P5 when individual progress of development and individual circumstances of children are identified and planning is made to meet individual needs
M1	Explain why it is important to work in partnership with parents to support children's development	A development of P6. Give clear details about reasons why children's development is promoted when the setting and parents work together. Reasons may include: children feel secure when there is trust between staff and parents, care is consistency between home and setting, information about child shared, individual needs of child met etc e.g. It is important to know about children's interests from parents when planning because ... etc
M2	Include references and a bibliography	Include at least two references in the text to support your work and a bibliography at the end of the work. See Finding the Level for further information on references and bibliography
D	Explain why observations are important in understanding and supporting development	A development of P2, 3 and 4. Give reasons why observations are essential to help staff plan appropriate care and education and meet the individual needs of the children. Reasons may include: gathering accurate information about child, being aware of child's abilities/ interests/individual needs, planning how to meet these needs and promote development, information that can be shared with other professionals and parents etc.

Option Unit 1 – Supporting children with disabilities or special educational needs and their families in the pre-school setting

Criteria	Grading Criteria	Guidance
P1	Identify legislation and guidelines which must be followed by pre-schools to provide an inclusive setting for children with disabilities and special educational needs	Name relevant laws/guidelines that pre-schools must follow to provide access for children with disabilities and special educational needs. Give the correct title and date and brief details of their relation to children with disabilities and special educational needs.
P2	Describe ways to make a pre-school setting inclusive for children with disabilities and special educational needs	Briefly describe at least TWO different ways that the pre-school setting values each child and makes provision for their individual needs. This may include: the admissions policy, appointment of a Special Educational Needs Co-ordinator, adaptation of the physical environment, use of positive language and images in the setting, appropriate resources, planning to meet the individual needs of the children, etc, e.g. 1) The Admissions Policy The setting has a policy which says that it welcomes all children to the setting and goes on to say how it aims to meet individual needs...
P3	Describe the role of Special Educational Needs Co-ordinator in a pre-school setting in making the setting inclusive	Give clear details about the responsibilities of the Special Educational Needs Co-ordinator (SENCO). This may include: early identification of the individual needs of children, co-ordinating the day to day working of the Special Educational Needs policy and provision for the children, keeping records, working with staff, parents and other professionals outside the setting etc
P4	Identify ways to obtain information about particular disabilities and special educational needs	Name at least TWO different sources and give brief details about the kind of information available about disabilities and special educational needs. This may include: local or national agencies such as MENCAP, Health or Social Services Departments, books, leaflets, internet sources, etc
P5	Describe ways to plan to help individual children to make progress in the pre-school setting	Give information about ways the adult in the pre-school setting can plan to help and support a child to make progress. This may include: following the child's Individual Educational Plan (IEP) and targets, working closely with parents and other professionals, observation, understanding the needs of and how to support the child, make positive relationships with child and family, follow policies and procedures, etc

Option Unit 1 – Supporting children with disabilities or special educational needs and their families in the pre-school setting (continued)

Criteria	Grading Criteria	Guidance
P6	Describe ways the pre-school setting can work in partnership with the	Briefly describe at least TWO different ways the setting works in partnership with parents of children with disabilities or special needs parents. This may include: recognising and respecting that parents know their child well, talk to parents about child's interest/abilities/individual needs to help with planning, gather information for assessments, share information about child's achievements, involve in activities/organisation of the setting, invite into the setting, meetings, etc
P7	Identify other professionals and agencies who may be involved with children with disabilities and special educational needs and their families	Name at least TWO other relevant professional workers or agencies that may be involved with children with disabilities and special educational needs and their families and briefly describe the support they can offer. E.g. A speech therapist is a trained person who supports children who have difficulties in communicating. A child may find it difficult to pronounce words or have language difficulties and the speech therapists visits the setting weekly to...
P8	Show an understanding of anti-bias/anti-discriminatory practice	This may be covered in P1-7, which cover identification of individual needs, provision of an inclusive setting and respecting and valuing diversity
M1	Explain why it is important to work in partnership with the parents of children with disabilities and special educational needs	A development of P6. Give reasons that explain the importance of working in partnership with parents. This may include benefits to the child, the family and the setting staff such as: helping child achieve their potential, sharing important information, continuity of care between the home and the setting, parents have rights and needs, respect their wishes for their child etc e.g. Sharing information about the health of the child will mean the child is cared for safely... etc
M2	Include references and a bibliography	Include at least two relevant references in the text to support your work and a bibliography at the end of the work. See Finding the Level for further information about references and bibliography.
D	Explain the benefits for all children of having a pre-school setting that is inclusive for children with disabilities and special educational needs.	Give information that shows how providing education and care for children with disabilities and special educational needs in the pre-school setting benefits the child, the other children, the families, the staff and the setting

Option Unit 2 – Participating in effective teams in community based pre-school settings

Criteria	Grading Criteria	Guidance
P1	Identify the members of the adult team in a community based pre-school setting	Show the adults that make up the team in the community based pre-school setting e.g. employed staff, volunteers, students, owner or members of management committee etc. This information may best be presented as a diagram or flow chart. Maintain confidentiality throughout- do not use the name of setting or individuals.
P2	Describe how the members of the adult team in a community based pre-school setting contribute to the work of the setting	For each of the members identified in P1, briefly describe their role and responsibilities when working for the setting. E.g. The pre-school leader is employed by the owner/management committee to oversee the everyday work of the setting, which includes... etc
P3	Outline your responsibilities as a member of the adult team in your pre-school setting	Briefly describe your own responsibilities in the setting and who your line manager is. Include your responsibilities to the setting, the team you work with and to the children and their families.
P4	Describe ways that the setting can help all members to work as a team	Give information about at least TWO different ways the setting encourages and supports team work. This may include: having policies and detailed procedures to follow, an induction process, mentoring for new members, training/development programmes, regular meetings, good communication, ways to identify and resolve conflict etc. e.g. when a new member joins the setting team, they will have an induction session and booklet which contains information about the aims of the setting, how it works and includes... etc
P5	Describe the information which needs to be shared by members of the adult team in a pre-school setting	Information that should be shared between the adult team members of the setting must always maintain confidentiality but may include: individual needs of children, observations, assessment of activities, concerns, ideas/opinions, planning for everyday work/special events, targets, health and safety issues, etc e.g. after activities with the children, the adults need to discuss how successful they were, any changes needed next time... etc
P6	Identify ways to share information between members of the team	Give information about ways information can be shared. This may include: written and spoken records/reports, day books, accident and medication books, meetings, handover procedures, maintaining confidentiality etc e.g. when a child has an accident, this must be recorded in the accident book so that the other members of the team and the parents are informed... etc

Option Unit 2 – Participating in effective teams in community based pre-school settings (continued)

Criteria	Grading Criteria	Guidance
P7	Discuss ways to help team members share information with each other	Give information about different ways team members are helped to share information. This may include: opportunities and time to meet, to communicate, policies about what information has to be shared and procedures of how to do this, somewhere private to talk, resources and materials to record/report information, respect and value others ideas/ opinions, training and development opportunities etc e.g. the child protection policy of the setting sets out clearly when and how to inform others in the setting if abuse is suspected...
P8	Show an understanding of anti-discriminatory/anti-bias practice	This may be covered in P4 and P7 when individual needs are identified and met and team members show respect and value others in the setting
M1	Explain why it is important for all members of the team to treat each other with respect	A development of P4 and P7. Give reasons why it is good for the setting, the team members and the children and their families when team members treat each other with respect. E.g. When children see the team members treating each other with respect, this can make them feel more secure in the setting because...
M2	Include references and a bibliography	Include at least two relevant references to support your work in the text and a bibliography at the end of the work. See Finding the Level for further information about references and bibliography.
D	Explain why it is important for all members of the adult team to share responsibilities	A development of P1-P3. Give reasons why all the members of the adult team should share responsibilities and how this benefits the setting, the team and the children and their families. Reasons may include to: meet the needs of the children, provide quality care for the children, boost staff confidence, morale and job satisfaction, put policies into practice, maintain good working relationships, support colleagues, etc