

# Model Assignment

## Issued September 2010

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 2: Understanding how to promote play and learning in the early years

**Please note:**

**This OCR model assignment may be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' the assignment within permitted parameters (see 'Notes for Teachers'). It is the centre's responsibility to ensure that any adaptations made to this assignment allow learners to meet all the assessment criteria and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.**

**The Ofqual accreditation numbers associated with this unit are:**

- Unit accreditation number F/601/3280
- Qualification accreditation number (QAN) 501/0706/9

This OCR model assignment remains live for the life of this qualification.

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# Contents

	Page Number(s)
<b>LEARNER INFORMATION</b> <b>Model Assignment: Learner brief</b> This section contains the assignment background which learners will need to be familiar with in order to complete the tasks.	<b>3</b> <b>4</b>
<b>Tasks</b> This section contains all the tasks learners must complete before submission for assessment.	<b>5 - 7</b>
<b>TEACHER INFORMATION</b> <b>General guidance on using this model assignment</b> This section provides general guidance to centre staff on the preparation and completion of the assignment.	<b>8</b> <b>9 - 10</b>
<b>Instructions on conducting assessment of this model assignment</b> This section provides information on how the controls for the unit are applied to this model assignment. It is not intended for use by learners.	<b>11 - 13</b>
<b>Additional guidance on managing the assessment</b> This section provides additional guidance on managing the assessment. It is not intended for use by learners.	<b>14</b>
<b>Evidence summary</b> This section provides a summary of the evidence it is expected the learner will produce for this model assignment	<b>15-16</b>

# Model Assignment: Learner Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 2: Understanding how to promote play and learning in the early years

# Model Assignment brief for the learner:

## Induction package for new staff

### Scenario

#### The Dixon Family

Rob and Sarah Dixon have three children, Molly (11 years old), Hannah (8 years old) and Josh (2 years old).

Molly will be starting secondary school in September. Hannah has been struggling at school and has recently been tested and identified as having dyslexia. Josh will soon be attending Pobbles Nursery for the first time, 2 days a week, when his mum starts working part time as a teaching assistant at Newtown Primary School.

Sarah is an experienced teaching assistant and would like to qualify as an HLTA (Higher Level Teaching Assistant). Rob Dixon is Head of PSHE (personal, social, health and economic education) at Newtown Comprehensive School.

Zabina, the owner of Pobbles Nursery, believes it is very important to have qualified and well trained staff to ensure that the nursery consistently provides a high quality service. She is currently working on developing an in-house training programme to make her staff more aware of their roles and responsibilities.

#### Brief:

**Zabina has asked you to produce part of her new training programme. Your task is to develop an engaging induction package for new staff starting at the nursery to enable them to provide high quality care for the children. New starters will be expected to attend a full programme of induction, which will cover all aspects of the Nursery's provision, but the one you are going to focus on is 'How to promote play and learning in the early years'. Your induction package needs to include information about:**

- how children from birth to five years learn through play
- the play and learning needs of children
- how barriers to play based learning can be overcome
- how to support play and learning activities
- the principles of managing risk in early years settings

**Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.**

# Tasks

## Task 1: Theories of play

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### Assessment criteria 1.1 and 1.2

#### Your task is to:

In your role as induction leader you will need to enable the new staff to develop an understanding of how children in their early years (birth to 5 years) learn through play. The first part of your induction package will involve informing the new staff about theories of play.

#### You will need to:

Provide information for the new staff about theories of play that:

- Analyses the approaches taken to learning and development through play by two major theoretical perspectives
- Explains how children are competent learners from birth to 5 years

You should devise an interesting and engaging way of conveying this information to the new staff.

#### Your evidence must include:

Materials that:

- analyse two theories of play
- explain how children from birth to 5 are competent learners.

## Task 2: Effective play

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### Assessment criteria 2.1, 2.2, 2.3 and 2.4

#### Your task is to:

Produce a handbook the new staff will be able to use for reference during their training. The handbook should enable the staff to develop an understanding of the play and learning needs of children.

#### You will need to:

Produce the handbook in 5 sections that provide an:

- analysis of types of play outlined in the statutory or advisory early years curricula
- explanation of how lack of play can inhibit learning
- explanation of why children require a personalised approach to their play and learning needs
- analysis of the key features of an effective play based learning environment
- explanation of why both adult and child initiated play and learning activities are important for children from birth to five years

#### Your evidence must include:

A staff handbook about effective play.

## Task 3: Overcoming barriers to play based learning

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### Assessment criteria 3.1, 3.2 and 3.3

#### Your task is to:

To enable the new staff to become effective early years practitioners they will need to be aware of barriers to play based learning and understand how to overcome these barriers. To achieve this you will need to provide a training session.

#### You will need to:

Produce a powerpoint presentation with accompanying notes that:

- identifies the main barriers to play based learning within early years provision
- analyses how the barriers can be overcome
- explains ways in which children with additional needs can participate fully in play and learning activities

#### Your evidence must include:

- Materials for a 20 minute staff training session to include a powerpoint presentation with accompanying notes

## Task 4: Planning for play

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### Assessment criteria 4.1, 4.2 and 4.3

#### Your task is to:

As part of the induction programme you have to demonstrate to the new staff how to plan and support one play based approach to learning for early years children. To do this you will explain, produce and evaluate a plan for supporting play based learning.

#### You will need to:

- Develop one detailed activity plan for play and learning

You will also:

- explain how the plan supports a play based approach to learning for early years children
- evaluate the different materials and equipment to be used
- explain the role of the adult in supporting the children's play based learning involved in the plan

#### Your evidence must include:

- A detailed, explained and evaluated activity plan

## Task 5: Play safe

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### **Assessment criteria 5.1, 5.2, 5.3, 5.4 and 5.5**

#### **Your task is to:**

For the final part of the induction package you have to inform the new staff about the principles of managing risk in early years settings. This will be achieved in two parts. Part one is based on a case study and part two is a health and safety training activity to be carried out by the new staff.

#### **You will need to:**

Produce a case study to share with the new staff, based on your own experience in an early years setting, that:

- Explains, by providing a range of examples, why children need to be able to take risks in play
- Analyses the role of play in enabling children to learn to manage risk for themselves and others

Devise a practical health and safety activity session that will involve the new staff in:

- Identifying risks and hazards in an early years setting
- Explaining and using a risk and benefit assessment pro forma for an early years setting
- Explaining the legal framework and current national guidelines for safety in early years settings

You must provide the new staff with any information, task sheets, example risk assessments etc that they will need.

#### **Your evidence must include:**

- A case study
- Planning and resources for health and safety activity session.

# Model Assignment: Teacher Information

OCR Level 3 Preparing to Work with Children and Young People (QCF)

Unit 2: Understanding how to promote play and learning in the early years



# General guidance on using this model assignment

## 1 General

### **THIS UNIT IS PASS/FAIL.**

- 1.1 OCR model assignments are available to download free of charge from our website: [www.ocr.org.uk](http://www.ocr.org.uk)
- 1.2 OCR model assignments are intended to be used for formal summative assessment of learners and assessment must be conducted under controlled conditions. The OCR centre handbook for this qualification gives full information on controlled assessment. There is also guidance on what controlled assessment means in the context of this model assignment in the next section 'Notes for teachers'.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

## 2 Before carrying out the assignment

- 2.1 Learners should be provided with a copy of the *Learner Information* section of this assignment or the centre adapted model assignment.
- 2.2 It is not anticipated that learners will need to carry out any preparations **prior** to undertaking the assessment tasks, such as collating resources to use in the assessment, but if you do ask your learners to do so you please be aware that there is no time limit for this.

## 3 Producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them. It is not acceptable for teachers to provide model answers or to work through answers in detail. For advice on giving feedback to learners on the work they have produced for assessment centres should refer to JCQ document *Instructions for conducting controlled assessment*.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times.
- 3.5 Under each task we have specified what evidence the learner is expected to produce, but it is important to note that if it is possible to generate the evidence in a variety of formats (such as then the learner is free to use the format that is most appropriate for them. The section 'Evidence Summary' at the back of the model assignment will guide you on evidence and formats for evidence.

## 4 Presentation of work

- 4.1 Centres wishing to submit digital evidence in the form of an e-portfolio should refer to the appendix in the OCR Level 3 Preparing to Work with Children and Young People (QCF) on guidance for the production of electronic assessment.
- 4.2 Centres should discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, eg spiral bound, stapled booklet, treasury tag.

For more guidance on production and presentation of work please refer to the section on Internal Assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

# Instructions on conducting assessment for this model assignment

## Introduction to the Tasks

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Centres should refer to the section on internal assessment in the OCR Level 3 Preparing to Work with Children and Young People (QCF) for more information on task setting, taking and marking.

**These guidance notes should be used in conjunction with the unit specification and OCR Level 3 Preparing to Work with Children and Young People (QCF).**

## Task Setting

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Centres can use this model assignment without adaptation or it can be adapted in line with the scope of permitted model assignment modification section in this document (see section below).

Alternatively, centres may develop their own assessment tasks and this OCR model assignment acts as an exemplar therefore helping to establish the standard expected of a controlled assessment activity. **All centre designed assignments must be quality assured before being used for assessment**, centres must ensure that model assignments they design are appropriate for their intended use and match the requirements of the unit(s).

There is further information on task setting in the OCR Level 3 Preparing to Work with Children and Young People (QCF).

## Task Taking

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### Supervision

Learners will complete the majority of work for assessment under direct teacher supervision but it is acceptable for some aspects of exploration to be outside the direct supervision of the teacher (the teacher must be able to authenticate all work carried out by the learner). It is also acceptable for assessment to take place outside the classroom but presenters must exercise continuing supervision to ensure essential compliance with health and safety requirements as well as being able to authenticate the learner's work. For this model assignment the following aspects could be undertaken outside of the direct supervision of the teacher:

- Taking part in an early years placement
- Interviewing early years practitioners
- Carrying out research eg library, internet etc.

### Time

Centres can decide how the time can be allocated between each part or individual task in the assessment.

For this model assignment we recommend that the overall assessment time is allocated as follows:

- 1½ to 2 hours – Task 1 – Theories of play

- 1½ to 2 hours – Task 2 – Effective play
- 1 to 2 hours – Task 3 – Overcoming barriers to play based learning
- 1 to 2 hours – Task 4 – Planning for play
- 1½ to 2½ hours – Task 5 – Play safe

### **Resource**

Centres can determine which physical resources and information sources are appropriate for the assessment, for example interviewing individuals, practitioners, internet and textbook research. Learners will need to be provided with the most appropriate materials and equipment to allow them full access to the marking criteria.

### **Collaboration**

Learners are permitted to work in a team for the assessment, for example to carry out research into types of support available. At all times the teacher must be sure each learner can produce evidence of their own contribution to each assessment criteria but centres can determine at which point in an assessment task learners can work together. When learners are working in teams, teachers should consider:

- that all team members have equal opportunity to evidence their skills, knowledge and understanding
- team composition, for example based on learners' preferred learning/reviewing styles
- the number of team members. This is less important than the management and structure of the team. Small groups of 3 to 6 learners could comprise a team
- monitoring the team as work progresses
- exemplifying structures for effective presentations and verbal communication
- providing opportunity for practice/rehearsal and giving structured feedback

If witness statements are used to support learners' evidence, these should be completed individually for each learner.

## **Scope of permitted Model Assignment modification**

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The model assignment is very self-contained in its present form. The set of tasks form a coherent whole addressing all the assessment criteria.

No changes can be made to the assessment criteria.

The model assignment can be changed in terms of:

- the learner's brief, which can be contextualised or amended to suit local needs. However, the scenario must still be set within a children and young people's workforce context
- who the end user/client is and what their requirements are
- each specific task may be appropriately contextualised (ensuring that learners have the opportunity to cover all assessment criteria through the tasks)
- links to other unit assignments
- the type of evidence required and the format it takes (providing the assessment criteria do not demand specific evidence or format)
- Timings given for each assessment task are only approximations and it is permissible to vary them depending on the approach taken to each task and the overall context of the assignment.

OCR has ensured that, in the language used and tasks and scenarios provided, we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners

If centres wish to adapt the model assignment we strongly advise that staff responsible for modifying the model assignment and quality assuring it refer to the publication *Fair access by design*.

**If modifications are made to the model assignment it is up to the centre to ensure that all assessment criteria and marking criteria are adequately covered.**

# Additional guidance on managing the assessment

## Additional guidance:

- This assignment would benefit from a work placement enabling learners to experience real events and work alongside professionals in an early years context. Learners should be encouraged to use as much of the resources available from a workplace setting to support their evidence for this unit.
- The use of case studies and discussions within class may be useful for learners to explore theories and play based learning.
- Information could be collected on the roles of relevant practitioners through visits, interviews, books, websites and TV clips etc to ensure learners understand early years practitioner's role in relation to supporting children's learning and development.
- For task 5, experience in a placement or interviews with practitioners will enable learners to gather information about risk assessment procedures and legislation that direct and inform professional practice.
- THIS UNIT IS PASS/FAIL. Please refer to the Glossary (section 12 of the OCR Preparing to Work with Children and Young People handbook) for guidance on vocabulary used in assessment criteria.

# Evidence summary

This is a summary of the evidence the learner will be expected to produce in relation to this model assignment.

It is important to note that when completing this model assignment it may be possible to generate the evidence in a variety of formats and there is guidance on the options below. In some cases the task or model assignment will require a specific format for the outcome and this will be clearly marked in the table.

<b>Task title</b>	<b>Evidence prescribed for activity</b>	<b>Format of evidence could include (this list is not exhaustive)</b>	<b>AC coverage</b>
<b>Task 1</b> Theories of play	<ul style="list-style-type: none"> <li>• Analysis of two major theories of play</li> <li>• An explanation of how children from birth to 5 are competent learners</li> </ul>	Materials that explain and analyse theories of play eg: <ul style="list-style-type: none"> <li>• Handouts</li> <li>• Leaflets</li> <li>• Powerpoint &amp; notes</li> <li>• Posters</li> </ul>	<ul style="list-style-type: none"> <li>• AC1.1</li> <li>• AC1.2</li> </ul>
<b>Task 2</b> Effective play	<ul style="list-style-type: none"> <li>• A staff handbook about effective play</li> </ul>	<ul style="list-style-type: none"> <li>• Staff handbook</li> </ul>	<ul style="list-style-type: none"> <li>• AC2.1</li> <li>• AC2.2</li> <li>• AC2.3</li> <li>• AC2.4</li> </ul>
<b>Task 3</b> Overcoming barriers to play based learning	<ul style="list-style-type: none"> <li>• Materials for a 20 minute staff training session</li> </ul>	<ul style="list-style-type: none"> <li>• powerpoint presentation</li> <li>• accompanying notes</li> <li>• handouts</li> </ul>	<ul style="list-style-type: none"> <li>• AC3.1</li> <li>• AC3.2</li> <li>• AC3.3</li> </ul>
<b>Task 4</b> Planning for play	<ul style="list-style-type: none"> <li>• A detailed, fully explained and evaluated, activity plan</li> </ul>	<ul style="list-style-type: none"> <li>• An activity plan</li> <li>• Accompanying notes and explanations</li> <li>• Written evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• AC4.1</li> <li>• AC4.2</li> <li>• AC4.3</li> </ul>
<b>Task 5</b> Play safe	<ul style="list-style-type: none"> <li>• A case study</li> <li>• Plan and resources for a health and safety activity session</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• Health and safety activity plan</li> <li>• Resources for H &amp; S activities planned</li> </ul>	<ul style="list-style-type: none"> <li>• AC5.1</li> <li>• AC5.2</li> <li>• AC5.3</li> <li>• AC5.4</li> <li>• AC5.5</li> </ul>