

## Overview

This standard identifies the requirements when promoting the holistic development of children and young people. It includes observing and assessing the developmental needs of children and young people in all aspects of their development, including physical, emotional, social, linguistic and communication.

## Performance criteria

### *You must be able to:*

1. identify the reasons for observing and assessing development of children or young people
2. establish consent from children or young people and others
3. discuss observations with children or young people and others and respond to their views according to their preferences and needs
4. select and use appropriate techniques to observe children or young people
5. observe without causing stress or distraction
6. conduct formative assessments based on observations and information from children or young people and others
7. conduct summative assessments based on observations and information from children or young people and others
8. share findings and review assessments in partnership with children or young people and others
9. work in partnership with children or young people and others to plan actions and create personal learning and development plans
10. implement personal learning and development plans, considering the preferences, needs, and abilities of children or young people
11. provide spaces, experiences and interactions that meet the preferences, needs and abilities of children or young people using responsive planning
12. feedback on the effectiveness of personal learning and development plans and responsive planning with children or young people and others
13. complete records and reports required for the development of children and young people
14. reflect on how you carried out your roles and responsibilities when promoting the development of children and young people

## Knowledge and understanding

### *You need to know and understand:*

1. pre-birth development and factors affecting foetal growth and brain development
2. the expected pattern of development from birth to 21 years
3. social, physical and economic factors affecting the development of children and young people
4. the influence of culture and background on the development of children and young people
5. how to apply trauma informed principles to support the development of children and young people
6. how to ensure information about development is accessible to children and young people and others
7. how to promote the development of children and young people in a way that supports emotional regulation
8. how to support the transitions that children and young people may go through
9. how to provide a warm, safe, secure, and encouraging environment for children and young people in partnership with others
10. ways to adapt your practice and environment to ensure children and young people can participate equally
11. how to develop consistent, caring, and nurturing relationships with children and young people
12. the importance of dignity, kindness, and compassion in promoting the development of children and young people
13. the contribution play makes to holistic development
14. how to promote the independence of children and young people to make choices, face challenges, and take risks according to their preferences, needs, and abilities
15. strategies to encourage children and young people to be aware of how their actions affect others
16. how to give meaningful encouragement according to the preferences and needs of children and young people
17. the workplace procedures for observation and assessment and how these link to curriculum or development frameworks
18. the importance of promoting participation of children and young people in planning cycles

19. a variety of techniques to observe children and young people
20. the use of observations and other information to make formative and summative assessments
21. how to use digital tools and devices in the development of children and young people
22. how to plan spaces, experiences and interactions for development and learning
23. ways to work in partnership with children and young people and others to write learning and development plans
24. how to encourage and support the creativity of children and young people
25. how everyday routines support development of children and young people
26. how to identify and support the literacy and numeracy skills of children and young people
27. the verbal and non-speaking methods used to support the communication skills of children and young people
28. strategies for communication in bilingual or multilingual settings or where English or Welsh is not the home language
29. the nutrition, healthy eating and physical needs of children and young people
30. types of experiences and equipment to encourage development of gross and fine motor skills
31. how to provide safe environments that encourage physical skills and confidence in movement
32. the importance of encouraging children and young people to make informed choices and ask questions about matters that affect them
33. how to evaluate the effectiveness of learning and development plans and responsive planning
34. the records and reports required for promoting the development of children and young people
35. theories relevant to the development of children and young people
36. the relevant legal requirements, standards of practice, frameworks and guidance for promoting the development of children and young people
37. the workplace requirements on equality, diversity, inclusion, and rights when promoting the development of children and young people
38. how to work in partnership with others to promote the development of children and young people
39. how your personal experiences and unconscious bias may impact when promoting the development of children and young people, and how to address this
40. the role of supervision, reflective practice and learning and development in

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## Glossary

The glossary for this National Occupational Standard is available on the Skills for Care and Development website.

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