# Early Years Postgraduate Placement Overview

| Introductory | Length of Placement:  Dates:  Teaching Commitment: | 7 weeks (30 days)  07/10/24 - 29/11/2024  Approx. 20-40% - Nursery |
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| Developmental | Length of Placement:  Dates:  Teaching Commitment: | 8 weeks (40 days)  06/01/2025 – 07/03/2025  Approx. 40-60% - KS1 or Reception |
| Consolidation | Length of Placement:  Dates:  Teaching Commitment: | 11 weeks (55 days – including 5-day ITAP in the first week)  17/03/2025 - 20/06/2025  Approx. 60-80% - KS1 or Reception |

Our professional placements are aligned to the course design requirements as outlined in the [Initial teacher training (ITT)](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fmedia%2F65ccac0ec96cf300126a3718%2F2024-25_ITT_criteria_and_supporting_advice.pdf&data=05%7C02%7CNesbits%40edgehill.ac.uk%7Ceddddc59a7c94839f6bf08dc4f3fb921%7C093586914d8e491caa760a5cbd5ba734%7C0%7C0%7C638472382306203130%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=i0jVQVcE0%2BZuFyPv8E%2BkJN9ncBp5tVF3aOPTjZim210%3D&reserved=0): criteria and supporting advice 2024/25. All placements exceed the minimum hours expected in classrooms (including observing, teaching, co-teaching, etc.) for each week during general school placements.

# **Overview of placements**

**Introductory**

In this first placement, trainees will spend 30 days in total in an EYFS (Nursery) setting focusing on provision for 3–4-year-olds. The experience gained here is invaluable in supporting trainees’ knowledge and understanding of child development and learning. This first placement will provide trainees with the opportunity to undertake structured observations and reflect on the setting’s policies, practice and ethos. Trainees will familiarise themselves with routines and expectations alongside the Edge Hill Curriculum and the Initial Teacher Training Core Content Framework, in the context of the placement setting.

As the placement develops, trainees will gradually engage with the process of small group planning, delivering and evaluating under the guidance of the Edge Hill Mentor. At this early stage of training, delivering parts of lessons, team teaching and supporting small groups are appropriate teaching activities. As the placement develops, the trainees will gradually increase their planning and teaching responsibility until they are planning and teaching up to 20-40% of whole class teaching/group work.

**Developmental**

This is the first of two longer placements, and the trainees will spend 40 days in total in Reception or KS1 (Year 1 or Year 2). Trainees will familiarise themselves with routines and expectations alongside the Edge Hill Curriculum and the Initial Teacher Training Core Content Framework, in the context of the placement setting.

Again, trainees will spend the start of this placement undertaking structured observations, getting to know the children and reflecting on the setting’s policies, practice and ethos. As the placement develops, the trainees will gradually increase their planning and teaching responsibility until they are planning and teaching up to 40-60% of whole class and group teaching. Trainees will also be contributing their own assessments to the class teacher’s record keeping/monitoring documentation.

**Consolidation**

This is the second of the two longer placements and will take place in Reception or KS1 (Year 1 or Year 2). Trainees will familiarise themselves with routines and expectations alongside the Edge Hill Curriculum and the Initial Teacher Training Core Content Framework, in the context of the placement setting.

This will ensure that trainees have a real breadth of teaching experience across both the EYFS and KS1. The trainees will spend 55 days in total on this placement, this includes a 5-day ITAP in the first week.

Week 1 of this placement will again be an induction period with trainees spending time on structured observations, gaining an initial understanding of classroom routines, individual children’s assessment records and learning needs. As the placement develops, the trainees will gradually increase their planning and teaching responsibility until they are planning and teaching up to 60-80% of whole class teaching. Trainees will also be contributing their own assessments to the class teacher’s record keeping/monitoring documentation.

Throughout the placements, trainees will continue to receive training in relation to both their subject knowledge and their pedagogical skills.