

Introductory	Length of Placement and Dates:	Every Monday for 3 weeks (3 Days) 27/11/2023 04/12/2023 11/12/2023
		Every Monday for 4 weeks (4 days) 15/01/2024 22/01/2024 29/01/2024 05/02/2024
		Mon & Tue for 2 weeks (4 days) 19/02/2024 – 20/02/2024 26/02/2024 – 27/02/2024
		Mon - Fri for 4 weeks (20 days) 04/03/2024 - 29/03/2023
	Teaching Commitment:	30 – 40%
Developmental	Length of Placement:	39 days for 8 weeks
	Dates:	22/04/2024 - 21/06/2024
	Teaching Commitment:	50%
Consolidation	Length of Placement:	49 days for 10 weeks
	Dates:	19/02/2024 - 10/05/2024
	Teaching Commitment:	Build up to 80%

Overview of placements

Introductory:

Early Years (with QTS) Undergraduate – Initial Placement (First Year)

The initial placement takes place in a nursery school/ nursery class and is normally a paired placement.

Initially, trainees will be expected to plan for, organise and teach children in small groups in both adult led tasks and continuous provision. This will build up to a responsibility of supporting the whole class for 30 - 40% of the teaching time. As part of their training, they will be expected to undertake enhanced experiences focused on specific teaching e.g., Systematic Synthetic Phonics alongside those designed to enhance their development in specific areas e.g. behaviour management. Trainees will need to keep a detailed record of planning and be able to discuss the rationale behind their plans. On the initial placement, Mentors will be asked to support the trainees in their target setting for professional development. Each trainee will come to the placement with a target-setting handbook that holds a set of targets bespoke to that trainee. Schools and settings will need to support the trainees with their choice of targets and strategies used to achieve these.

Both trainees and Mentors will need to keep a record of progress against the standards and in relation to the individual targets set by the trainee.

Developmental:

Early Years (with QTS) Undergraduate – Development Placement (Second Year)

The development placement takes place in a Key Stage One class and can be paired or solo. Trainees will undertake a 39 or 40-day placement.

Initially, trainees will be expected to plan for, organise and teach children in small groups with some whole class teaching. This will build up to a responsibility of supporting the whole class for 50% of the teaching time. As part of their training, they will be expected to undertake experience designed to enhance their development in specific areas e.g., Behaviour management, planning and assessment alongside their developing subject knowledge. Trainees will need to keep a detailed record of planning and be able to discuss the rationale behind their plans. They should also keep a set of assessment records that can be used to support assessment for learning.

During the development placement, Mentors will be asked to support the trainees in their target setting for professional development. Each trainee will come to the placement with a target-setting handbook that holds a set of targets bespoke to that trainee. Schools will need to support the trainees with their choice of targets and strategies used to achieve these.

Both trainees and Mentors will need to keep a record of progress against the standards and in relation to the individual targets set by the trainee.

Consolidation:

Early Years (with QTS) Undergraduate – Consolidation Placement (Third Year)

The consolidation placement takes place in a reception setting and is normally a solo practice. Trainees will undertake 50 days of placement.

Initially, trainees will be expected to plan for, organise and teach children in small groups in both adult led tasks and continuous provision. This will build up to a responsibility of supporting the whole class for 80% of the teaching time by the interim assessment period. As part of their training, they will be expected to undertake enhanced experiences focused on specific teaching e.g., Systematic Synthetic Phonics alongside those designed to enhance their development in specific areas e.g., behaviour management. Trainees will need to keep a detailed record of planning and be able to discuss the rationale behind their plans.

During the consolidation placement, Mentors will be asked to support the trainees in their target setting for professional development. Each trainee will come to the placement with a target-setting handbook that holds a set of targets bespoke to that trainee. Schools and settings will need to support the trainees with their choice of targets and strategies used to achieve these.

Both trainees and Mentors will need to keep a record of progress against the standards and in relation to the individual targets set by the trainee.