# Early Years (with QTS) Undergraduate Placement Overview

| Introductory | Length of Placement and  Dates:  Teaching Commitment: | 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  30 – 40% |
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| Developmental | Length of Placement:    Dates:  Teaching Commitment: | 39 days for 8 weeks  22/04/2024 - 21/06/2024  50% |
| Consolidation | Length of Placement:    Dates:  Teaching Commitment: | 49 days for 10 weeks  19/02/2024 - 10/05/2024  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.

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| 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.