# Early Years (with QTS) Undergraduate Placement Overview

| Introductory | Length of Placement and  Dates  Teaching Commitment | 21/11/2022- 05/12/2022 (3 days)  Every Monday for 3 weeks  16/01/2022-06/02/2023 (4 days)  Every Monday for 4 weeks  20/02/2023-28/02/2023 (4 days)  Every Mon & Tue for 2 weeks  06/03/2023-31/03/2023 (20 days)  Placement block Mon-Fri for 4 weeks  25% |
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| Developmental | Length of Placement    Dates  Teaching Commitment | 39 days  24/04/2023 - 23/06/2023  50% |
| Consolidation | Length of Placement    Dates  Teaching Commitment | 50 days  30/01/2023 - 05/05/2023  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. Trainees will undertake a 11-day enquiry led learning experience (ELL), before the placement block.

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 25%of the teaching time. As part of their training they will be expected to undertake enhanced experiences focused on specific teaching e.g. 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 your development in specific areas e.g. behaviour management, SEND and phonics. 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.

Dates of Placement 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 an 8-day enquiry led learning experience (ELL), prior to the 50 days of placement. All enquiry led learning related to each of these placements will take place in the Autumn term in order to support schools and settings as much as possible through the transition from lockdown due to the coronavirus. As a result, all **ELL** days will take place by agreement between the individual student and the school/setting according to school and university schedules.

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. 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.