

## Early Years (with QTS) Undergraduate Placement Overview

### Early Years (with QTS) Undergraduate – Phase 1A (First Year)

Phase 1A takes place in a nursery school/ nursery class and is normally a paired placement. Trainees will undertake a 10-day enquiry led learning experience (ELL), every Tuesday, on the run up to the 30-day 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 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 Phase 1A, 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.

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| Dates and Length of Placement   | Enquiry Led Learning (ELL) Tuesdays. 10 days<br>20 Nov; 04, 11 Dec 2018; 15, 22, 29 Jan; 05,<br>26 Feb; 05, 12 Mar 2019<br>30 day placement 18 Mar – 10 May 2019 |
| Whole Class Teaching Commitment | 25%  |
| Payment Information             | Nursery £300   |

### Early Years (with QTS) Undergraduate – Phase 1B (Second Year)

Phase 1B takes place in a Key Stage One class and can be paired or solo. Trainees will undertake a 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 Phase 1B, 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.

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| Length of Placement               | 40 Days              |
| Dates of Placement: Cohort One    | 11 Mar – 24 May 2019 |
| Dates of Placement: Cohort Two    | 13 May – 12 Jul 2019 |
| Whole Class Teaching Commitment   | 50%                  |
| Second Year Undergraduate Payment | Key Stage One £500   |

## Early Years (with QTS) Undergraduate – Phase 2 (Third Year)

Phase 2 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 55 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. 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 Phase 2, 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.

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| Length and Dates of Placement    | Enquiry Led Learning (ELL) 8 Days<br>23 Jan – 01 Feb 2019<br>55 day placement 04 Feb – 17 May 2019 |
| Whole Class Teaching Commitment  | 80%  |
| Third Year Undergraduate Payment | Reception £550   |