Primary Schools Partnership
October Newsletter

2024

University of Roehampton London

A message from our Deputy Dean

Dear colleagues,

Our recruitment had a strong surge at the end of the summer, and we have more students than we thought that we were going to earlier in the year. We know that the DfE has missed its recruitment targets for Primary and we were hoping that there might be financial incentives to support recruitment for 25/26 but this has not happened for the coming year. We will work hard throughout the year to recruit as many suitable candidates as we can. We are also exploring other routes to recruitment which are in the DfE pipeline, such as the Teacher Degree Apprenticeship.

Below is a picture of our Strategic Management Board from our recent meeting. We had rich discussions about our improvement plan for 24-25. We also shared ideas about what partner schools are doing to support workload reduction/management. I have shared these ideas here. Please can we ask you to have a look and share any other ideas (by emailing Matt) your school may have embedded or be piloting. Thank you.

I would like to say a big thank you to Natalie Rankin who has been doing such a fine job of organising this Primary Newsletter over the last few years. Natalie has established the newsletter as a key from of partnership communication. Natalie isn't going anywhere (I sincerely hope) but she has passed on the editor's job to Emily. We delighted to have Emily taking on this role and she is already showing what a great job she will do.

With best wishes,

Matt Sossick
Deputy Dean and Head of Initial Teacher Education (email: matthew.sossick@roehampton.ac.uk).

In this issue

Welcome to our bumper October issue. We welcome our new Primary P.E. lead, Emerick Kaitell and hear about his journey into this role. We share what some of our students have been discovering at the beginning of the new academic year, including a visit to Butser Ancient Farm with Susie Townsend and our Year 2 History Specialists, some of the experiences of our Year 1 Undergraduates and a trail around our campus for the PGCE students. Amanda Burton-Smith shares her work with the Froebel Partnership and Miles Berry shares ideas on Curiosity in Computing. We also have news on items you and your staff might like to be involved in, including dates and how to book your (free) place at our subject advisory panels, a final call for volunteers to support our mock interviews, news about Roehampton's Teacher Apprenticeship Webinars, a new competition for KS2 in run by the BBC, and Action Tutoring who are looking for ways to grow their partnerships with schools. You can also become involved as a volunteer helping to look after the Roehampton chickens.

The Long Arc of Chronology – Using Learning Outside the Classroom to set the Context by Susie Townsend

A rather atmospheric Monday morning in September and my BA Ed Year 2 class were staring out of a Neolithic hut at the misty rain sweeping across the open hillside. I had decided that our first session for the year would be a trip to Butser ancient farm in Hampshire.

Using the outside environment to start a topic in school is a really powerful way to engage children and make the learning meaningful. In this case Butser, as a centre for experiential archaeology, has reconstructed houses and living areas from the Mesolithic period to the Anglo-Saxons; a living chronology for the British history that is taught at Key Stage 2. This can provide children with a physical expression of time and how life might have changed or stayed the same. across the ages. Another really important reason why a trip is best placed at the start, or during the unit, rather than at the end is so the learning can be embedded and reinforced back in the classroom.

As well as providing that sweep of History children can also look at one period in more depth. In our case the trip was referred back to in the following sessions and they used their images of the Roman villa when a later focus was on that period. There were interesting discussions about the concept of development. Why did the Anglos Saxon house seem to be so much less sophisticated than the Roman one? Why had knowledge been lost? Was it because of resentment against the Romans and their ways of life, or because it was alien to the invading Anglo Saxons or was it more fundamental. Perhaps the Roman villas were not really as effective or sustainable in the British climate and the Anglo-Saxon house was more practical? Looking at this idea with children they could also consider who lived in the villas and what would ordinary people's houses have been like in Roman Britain.

A reconstructed Roman garden with original mosaic tesserae

Interior of a bedroom in the villa

Neolithic – the reed thatch is very thick but smoke from the fire can filter out through it.

An iron age toilet

My students took photos and made notes/drawings showing continuity and change across the time periods looking at themes such as technology, religion, art and materials. The ingenuity of ancient peoples, in making twine out of nettles and creating windows out of very thin hide which allowed light in but rain out, would help to dispel misconceptions about early people as 'stupid' but also show how ideas developed based on prior knowledge. The student also took one time period to consider in depth and investigate more closely. What one image would they use to encourage children to ask questions and pose hypotheses?

It was an ideal opportunity to see how the site engaged children too; there were about 200 on site when we visited who were carrying out various activities, such as making textiles, creating a wattle and daub wall and cave art. The aim of the Butser education team is to immerse the children in the different time periods and inspire them to explore these back in the classroom. This gave my students the opportunity to consider how they would plan a trip here and what activities they would get the children to do.

I would really recommend Butser,but also any activity outside the classroom as, being in a different location, makes the learning more memorable. The next session, for example, we walked a timeline from present day to the Palaeolithic period which stretched from one side of the campus to the other! There was the added excitement of trying to avoid the cars coming down the drive, but it gave a real visual understanding of how short our written history of Britain is in comparison to how long Man has been on these islands. Reinforcing the idea of chronology at the start of unit of work really helps children put what they are studying into context and I think the students really enjoyed the experience.

Huge thanks to Matt and Karin for giving up their time to help me get the students to the site!

Some useful links to websites with resources related to Stone Age to Iron age in particular
Cresswell Crags http://www.creswell-crags.org.uk/

Stonehenge http://www.English-heritage.org.uk/visit/places/stonehenge/

Historic England https://historicengland.org.uk/services-skills/education/teaching-activities/?searchType=Case+Study&search=prehistoric

Butser https://www.butserancientfarm.co.uk/

Welcoming Year 1 undergraduates by Anthony Barlow

We had a very busy first week this year with our Year 1 undergraduates. Just two highlights for the team of Claire, Amy and Anthony were the successful visit to **the Victoria and Albert Museum**. We take learning in different spaces seriously on this course and it is important to get students quickly engaged in the cultural life of London, especially if they are new to the area. We were given an insight into the collection by David Houston, a former Education student himself from Roehampton, who is now the Team Leader for Schools and Colleges. The students' task was to use the visit to support their first piece of academic writing. These ranged far and wide in terms of time, place and inspiration! From Elton John's photo collection, to architecture and Tudor furniture, mosaics from Rome and a five-hundred year old Middle-Eastern carpet!

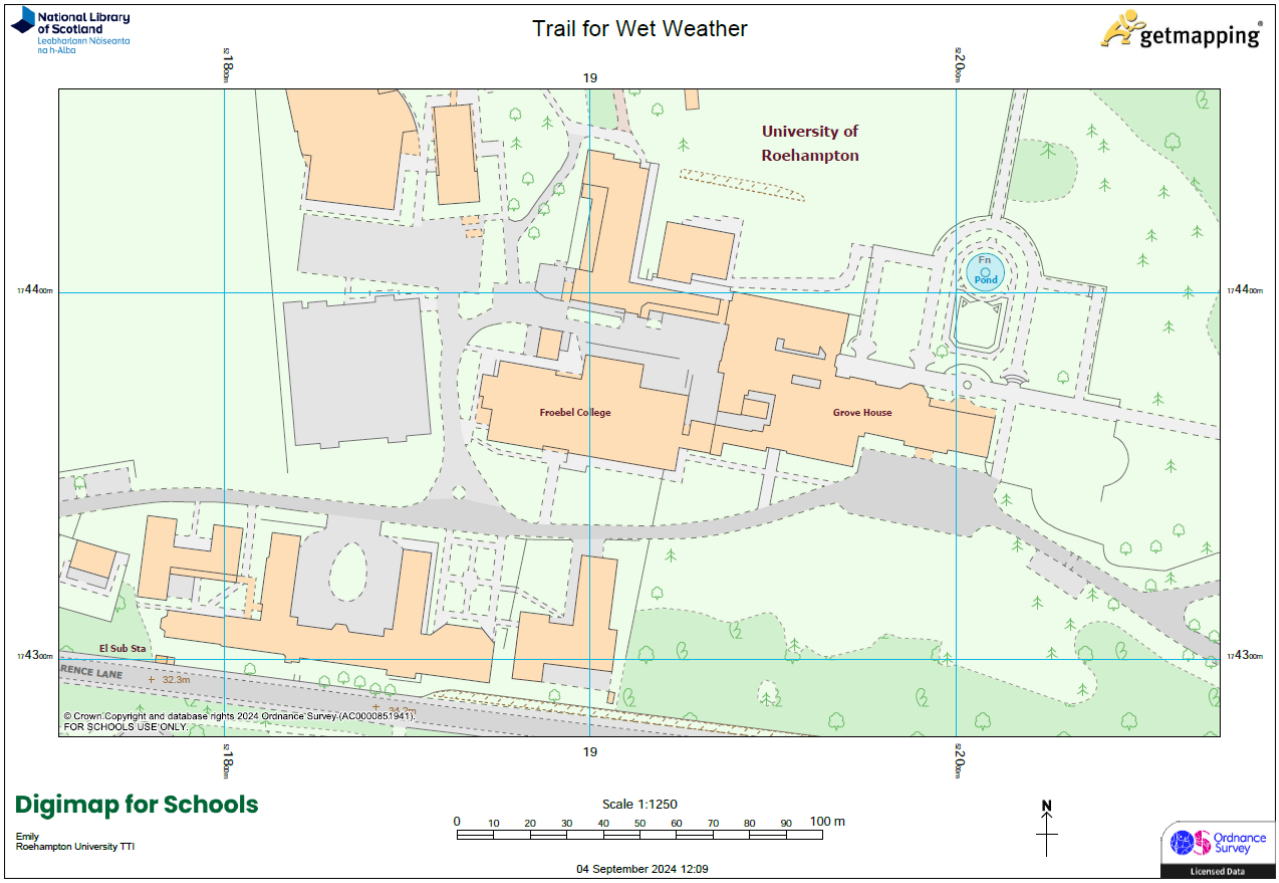
The top image shows the students meeting the campus chickens. Hillary Nevyjel is Roehampton's Growhampton Chicken Care & Biodiversity Assistant (see more from Hillary in the next section). Her knowledge and care for the chickens is second to none and there was no question too tricky – who knew how to tell if a chicken is happy or not! Luckily, as Hillary told us, we have had chickens on campus now for over ten years and with only one inter-species 'tricky situation' when a hungry fox mum became particularly interested in these egg-laying wonders!

Did you know? You can buy the eggs the chickens lay in the Hive café on Digby Stuart campus!

Exploring our Environment with Roehampton PGCE Students by Emily Rotchell and Hillary Nevyjel

At the beginning of September, our new cohort of primary PGCE students explored Roehampton Campus on a trail, fortunately we managed to miss the torrential rain that also happened that day (geography is *everywhere*). The main aims of our activities were to help the new students become more familiar with campus and think about how they might carry out similar activities with children in schools. Our Roehampton graduates found it useful, and were in some instances, able to provide a bit of guidance with directions for their peers.

Students were provided with a map of the campus, which was produced by using Digimap for Schools, a service operated by EDINA at the University of Edinburgh.



Printed output from Digimap for Schools (https://digimapforschools.edina.ac.uk) showing OS mapping ©Crown Copyright and database rights 2024 Ordnance Survey (AC0000851941)

The students had a variety of activities to complete (with a few adaptions for inclement weather). One task was to label their maps, including building names and a variety of methods were used for this, including finding the building, looking at a campus map in the grounds and asking their peers. They found this activity very productive in terms of finding their way around to different places for their lectures, especially the buildings they hadn't yet visited at this early point in the term.

However, we started the session with a visit to see the Roehampton chickens, and in the morning the sessions were informed by a talk from Hillary Nevyjel (Roehampton's Growhampton Chicken Care & Biodiversity Assistant). Part of the Roehampton Students' Union's food sustainability project, This Is Our Jam, the flock of nine hens are looked after by a cohort of student, staff and community volunteers. From an Andalusian Grey rehomed from a local school, a Cream Legbar hen hatched on campus, a group of rescued Rhode Island Reds to a tiny but gorgeous Sablepoot Bantam, the flock is trying to showcase the variety of chickens while breaking down misconceptions about the world's most farmed animal. Raised free range and on an organic diet, the average age of the current campus hens is around 6 years, well beyond a commercial laying age of between one to two years. But as Hillary agreed, it is their quirky personalities that is the most enticing. Anyone spending a few minutes by the coop will feel more relaxed, grounded and content. With the Hive Cafe just around the corner, it is a perfect spot to drop by on a busy day. Interested in volunteering, contact Hillary to find out more: nevyjel.hillary@roehampton.ac.uk

Our students also drew their own plans of part of the campus, used an app called Decibel X to record sound levels at different locations and took photographs of particular shapes, colours or patterns (credit to @Attention2Place) which they shared on Padlet. Once back in the classroom they thought carefully how these activities might inspire geography lessons in school and started to plan activities for children to learn about the seasons, maps, the outdoor environment and/or human and physical features for example.

For more information about these sessions please contact Emily Rotchell e.rotchell@roehampton.ac.uk or Hillary Nevyjel Hillary.nevyjel@roehampton.ac.uk

Thank you to Roehampton PGCE student James for this photograph.

Emerick Kaitell: Roehampton's New Subject Lead for Physical Education

"I'm thrilled to introduce myself as the new subject lead for Primary Physical Education. It's a privilege to work once again with aspiring primary school teachers and contribute to shaping the future of physical education.

With over two decades of experience, I bring a deep passion for physical education, as well as a wealth of knowledge and expertise. My journey began in 1998 as a Secondary Physical Education teacher in Wembley, where I quickly progressed to the role of Head of Year after just four terms. Since then, my career has taken me through various enriching roles, including five years as a Physical Education Specialist for the Royal Borough of Kensington & Chelsea, where I worked across the borough as part of the School Sport Partnership.

In 2008, I transitioned to Roehampton to deliver Primary Physical Education for both BA and PGCE students, while also managing the Physical Education Continual Professional Development contract for six London Local Authorities. I've had the opportunity to contribute to curriculum development, co-writing a new degree in 2011 and writing another in 2013, before becoming the Programme Leader for Sport Coaching degrees. Additionally, I've co-authored key educational texts, including *An Introduction to Primary Physical Education (2022)* and *PE Scholar: An Introduction to Teaching Primary Physical Education*. I've also had the honour of delivering workshops, such as at the Hampshire Physical Education Conference, and continuing hands-on delivery of Physical Education in a local primary school as part of the Sport Coaching programme.

At the heart of my teaching philosophy is a commitment to social justice. I believe that every child, regardless of their background, should have access to high-quality physical education. My approach incorporates elements like the Care Curriculum, Social Pedagogy, and Ecological Systems, all designed to foster social mobility, support neurodiversity, and embrace cultural differences. My goal is to place the child at the centre of planning and delivery, ensuring that each individual's unique needs are met.

I am genuinely excited about this new chapter, particularly the opportunity to collaborate with our partner schools. Together, we can create meaningful and lasting impacts in primary physical education, ensuring that all children receive the transformative experiences they deserve. I look forward to working with you all as we embark on this shared journey.

The Froebel Partnership with Amanda Burton Smith

The work of Friedrich Froebel, the founder of the first Kindergarten-a Garden for children, first came to my attention when I trained as an Early Years teacher over twenty years ago. More recently, in my role as the leader of a setting for young children, I visited Guildford Nursery School where I was introduced to the Froebel Partnership and invited to learn more on the 'Short Course' in which I learnt about the Froebelian Principles underpinning the approach to early childhood education.

Alongside my leadership role, three years ago, I also began a mentoring role for Initial Teacher Education with the Froebel College in The University of Roehampton. From this year, I have now left my leadership role to work as a Lead Mentor. As well as the relevance in educating young children, I see value in the Froebelian Principle of Unity and Connectedness of joining theory with practice. The partnership between the university, the student, the placement and the mentors brings together what is learnt at university and put into practice by the student teacher in the school based experience.

A Froebelian Principle of 'Knowledgeable Nurturing Educators' is compatible with the role of the mentor in encouraging reflective practice. Starting where the learner is and building on their strengths, whether they are a child in an early years setting or school, or a student teacher in university, enables autonomy of learning and development.

Taking time to 'listen rather than tell' as a teacher or a mentor enables us to understand where the learner is and how we can facilitate progression.

There are examples of how Froebelian Principles informed my observations in the blog *https://bit.ly/3ZRIWSh* and more reading and training material can be found at the Froebel Partnership and Froebel Trust Websites.

The Froebel Partnership can be found at https://thefroebelpartnership.co.uk
The Froebel Trust Website Has all the training info and pamphlets https://www.froebel.org.uk

The **University of Nottingham's (UoN) Primary ITE blog**, now with over 80 posts, has grown into a wide-ranging resource for teachers and student teachers. Targeted chiefly at primary practitioners, contributions come from UoN's Primary ITE team, other academic colleagues from the university and beyond, including a growing number of teachers. The posts have links to further reading and resources.

Recent topics span the curriculum (e.g. geography fieldwork); social justice (e.g. decolonisation in ITE); education-wide issues (e.g. the place of homework) and teacher development (e.g. collaborative inquiry with schools). The complete series can be found here: https://blogs.nottingham.ac.uk/primaryeducationnetwork/.

Curiosity by Miles Berry

(Please note: This article was first published in Sapientia, the newsletter of ICT for Education https://www.ictforeducation.co.uk/).

My own primary education took place in an environment that was heavily influenced by the 1967 Plowden Report. Plowden's committee favoured a more child-centred education, starting from the premise that 'at the heart of the educational process lies the child', rather than curriculum, exams or data. These days are long gone, but it is worth revisiting the report's view that "One of the main educational tasks of the primary school is to build on and strengthen children's intrinsic interest in learning and lead them to learn for themselves." For the last couple of years of my primary school, one afternoon a week was given over to topic work, in which we would each choose a topic of our own to work on. I recall teaching myself about tea, local history, and, er, gambling. The process was more important than the content - this was the start of a life-long love of libraries, and of the realisation that I could teach myself (almost) anything.

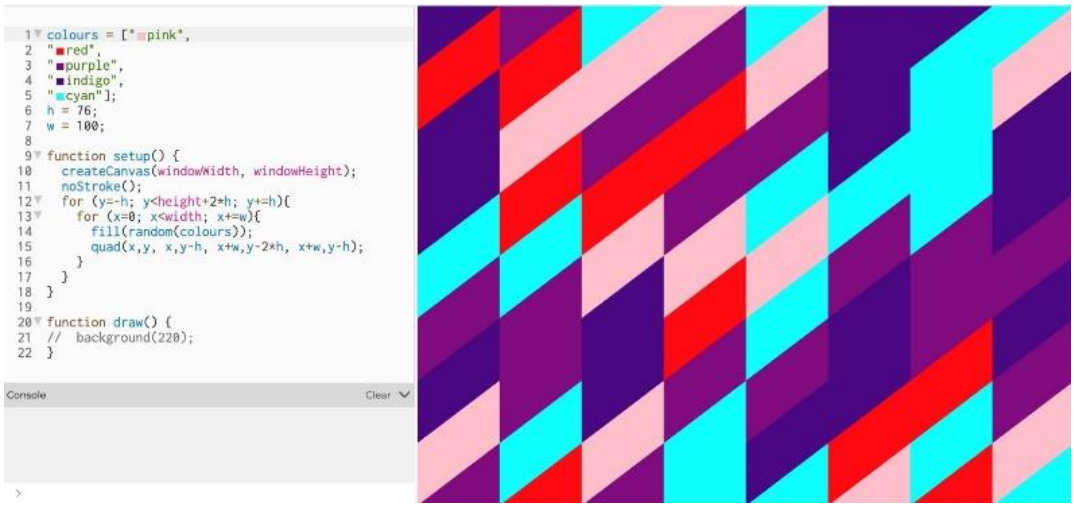
I doubt there would be many schools willing to take the risk of giving 10% of curriculum time to pupil-led learning, but some do. It's more common in nursery and reception than further up the school, but this comes back in the sixth form, with A Level coursework and EPQs. There's even a distant echo of Plowden's vision in Teachers' Standard 4, which *requires* all teachers to "promote a love of learning and children's intellectual curiosity."

This sort of independent learning is one way that pupils can move on from cheating with AI to use it to help with learning. The World Wide Web remains an amazing tool for a literate, connected and critical self-motivated learner, but it's not *that* different from learning in a library. The AI chatbots change this - they provide an interactive style of learning, close to personal tutoring. A teenager who asks Chat GPT to teach them about something can do more than read content: they can enter into a dialogue, asking follow-up questions, as well as answering the AI's own questions. I'm impressed by the approach Sal Khan has taken with the Khanmigo, but much of this is available through the general purpose tools such as Chat GPT, Gemini and Claude. Not all pupils are curious enough to make use of these things themselves, but this is where schools should do so much more: empowering and motivating pupils to learn things for themselves, rather than just listening attentively to what is taught. How might we do this? Here are three practical suggestions:

Shift the focus from theory and problems to projects. We shouldn't lose the underpinning theory of computer science or a problem-based approach, but I'd love to see much more project work happening. With younger learners, MIT's OctoStudio and Scratch offer so much scope for pupils to create their own games and animations, far richer in scope and content to what's in primary schemes of work. It's inspiring to see what young people have made in Scratch via its community site. Sometimes their code is a little 'smelly', but this seems a small price to pay for the evident enthusiasm and tenacity. This is harder with text-based programming, and step-by-step tutorials or toy problems don't quite capture the magic of independent project work. Perhaps the trick is finding the right tool or platform? For older pupils interested in music, Ear Sketch and Sonic Pi might work; I'm a huge fan of P5.js for creating interactive, visual art,

and am very pleased to see that the Python equivalent is supported by Raspberry Pi's new, online editor; for gamers, Pygame is OK as a starting point, but PC based Unreal Engine for Fortnite looks amazing. There's much more to computing than coding - and that media-based projects can be just as powerful a way into independent learning.

Tinkering. Deliberately encourage pupils to experiment, explore and play with code, digital media, and technology more generally. When introducing example programs, wait a while before going through them step by step, rather encourage pupils to figure this out for themselves, by reading the code, running it and then, crucially, through editing it to see how changes they make affect what it does. You can take a similar approach to media tools: you don't have to demonstrate all the formats and filters yourself, and having pupils play with these helps build their curiosity. Scratch is a great source for examples - when young people share their work on Scratch, it's under an open licence which encourages others to remix this code. Older pupils might start experimenting with open-source code shared on Git Hub. Many who have gone on to do amazing things in and with tech share this willingness to tinker: to take an experimental approach to figuring out both how something works and what they can do with it. This is also a great strategy for debugging: there's more to this than just making changes until something works, rather it's about thinking through what might be causing the problem and then trying a fix for that.



Use questions to encourage curiosity. Think about how you use questions in your lessons: are these all about retrieval or checking for pupils' understanding? Or are you using them to get pupils thinking more deeply or more critically about things? From time to time, use questions to show your own curiosity. Make use of open questions, particularly if there are many possible answers. Harpaz and Lepstein describe 'fertile' questions as open, undermining, rich, connected, charged and practical. Fertile questions are great starting points for class discussion and some independent reading, as well as good preparation for longer exam questions. Once pupils are used to working with questions like this, they can come up with their own examples too. Make time in your lessons for pupils to ask questions: you're teaching a fascinating subject, about which many of your pupils are eager to learn more. Don't be afraid of admitting if you don't know: model how you might find out, bounce their questions back to the class, and follow up in a later lesson after you, and they, have had time to investigate.

Bringing out pupils' curiosity in class will make lessons more engaging, but it also motivates independent learning, and equips pupils very well to make the most of all that AI now offers.

Shaping Tomorrow's Educators: Teacher Apprenticeship Autumn Webinars, 2025 Intake - Unlock Your School's Teaching Potential with Roehampton University

Are you looking to nurture teaching talent within your school? The University of Roehampton, with its prestigious 180-year legacy in teacher training, invites you to explore our innovative Postgraduate Teacher Level 7 Apprenticeship programme.

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Discover More: Autumn Webinar Series
Join our School of Education for concise, informative 1-hour webinars tailored to busy professionals like you:

- Monday, November 4th | 4:00 PM
- Monday, December 2nd | 4:00 PM

These sessions will cover:

- Programme structure
- Application process
- Funding arrangements
- Benefits for apprentices and schools

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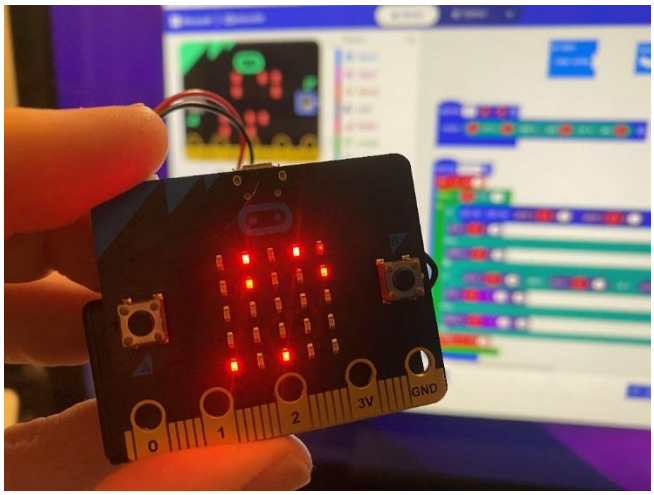
1. Email apprenticeships@roehampton.ac.uk
2. Include reference: TA2025
3. Receive your personalized webinar link

Don't miss this opportunity to partner with one of the UK's leading teacher training institutions. Together, we can shape the future of education.

Gladiators and BBC micro:bit join forces on a new competition to design a fitness gadget. The winning primary school will receive an in-person Gladiators visit.

Contenders ready? Children aged 7-11-years-old at UK primary schools should get set for a new challenge to design a gadget to improve sporting performance. BBC Children's and Education and the Micro:bit Educational Foundation have teamed up with the hit TV show Gladiators to call on primary schools to take part in an exciting new design competition.



The Gladiators are throwing down the gauntlet for children to design an innovative gadget which uses the pocket-sized micro:bit computer to enhance their performance. It's all about design and is the perfect way to start with the BBC micro:bit. All that is needed is the desire to explore and create. The winning school will receive a visit from a Gladiator, a £500 voucher for computing equipment and have their design turned into a prototype gadget. They will also enjoy a special Gladiator-themed coding day with a BBC micro:bit expert. The top 50 schools will also win classroom sets of micro:bits.

Phantom says, "We want to hear the exciting ideas children come up with to test our fitness. No need to know about coding, just use your imagination to set us a challenge to help us to become faster, stronger and even more unstoppable!" Dynamite says, "Technology can really help improve performance by measuring lots of different aspects including speed, force and balance. So, get creative and think about fun ways to use the BBC micro:bit to improve our sporting performance."

You can now watch Live Lesson that launched the competition, featuring Phantom and Dynamite here: https://www.bbc.co.uk/teach/live-lessons/articles/zpgn9ty

Each school can submit a maximum of three entries. The competition is open to UK residents aged between 7 and 11 years of age. The entry form, terms and conditions and privacy notice can be found at bbc.co.uk/microbit

The competition closes at midday on Friday 6 December 2024 and the winner will be announced on Monday 10 March 2025.

Gladiators is a Hungry Bear and MGM Alternative UK, a division of Amazon MGM Studios, production for BBC One and BBC iPlayer and was commissioned by Kalpna Patel-Knight, BBC Head of Entertainment Commissioning. The Executive Producers are Dan Baldwin and Lou Brown for Hungry Bear, and Dom Bird and Barry Poznick for MGM Alternative UK, a division of Amazon MGM Studios. The Commissioning Editor for the BBC is Clodagh O'Donoghue.
The original American Gladiators series was created by Johnny C. Ferraro and Dan Carr and developed by Johnny C. Ferraro.

Subject Advisory Panels: Dates for your Diary

In Autumn and Spring, we hold *FREE* Subject Advisory Panels for each subject, open to all teachers in our partner schools. The focus of these sessions will be to give subject updates, keeping school colleagues abreast of current research in your subject, guiding them to resources and your Subject Association. All panels will be online, and full details of the Autumn sessions still to take place are in the table below. We have also included dates for the Spring. Please register your attendance here: https://forms.office.com/e/2JFQCWqr6x. Online meetings links to access the sessions are in the table below. All meeting are 4-5pm unless otherwise stated.

Subject	Date and time	Online Meeting link
Art and Design	Tuesday 26th November 2024	Join the meeting now Meeting ID: 325 448 521 434 Passcode: Rwn8Hk
Computing	Thursday 14th November 2024.	Join the meeting now Meeting ID: 360 587 318 265 Passcode: bZ9Jun
Mathematics	Wednesday 6th November 2024.	Join the meeting now Meeting ID: 352 855 580 250 Passcode: cMGSdY
Science	Wednesday 6th November 2024.	Join the meeting now Meeting ID: 321 996 069 503 Passcode: gAWvuD

Subject	Date and time	Online Meeting link
Art and Design	Tuesday 29th April 2025	Join the meeting now Meeting ID: 353 070 315 078 Passcode: m2kQLq
Computing	Thursday 27th March 2025	Join the meeting now Meeting ID: 329 615 880 050 Passcode: CJTq7U
Design and Technology	Wednesday 26th March 2025	Join the meeting now Meeting ID: 375 879 764 175 Passcode: fC5vTv

English	Wednesday 12th March 2025	Join the meeting now Meeting ID: 326 433 401 035 Passcode: wLEaYm
Geography	Wednesday 26th March 2025	Join the meeting now Meeting ID: 388 688 757 065 Passcode: pFVp7g
History	Tuesday 4th February 2025	Join the meeting now Meeting ID: 321 877 891 285 Passcode: b7nTyx
Mathematics	Wednesday 5th February 2025	Join the meeting now Meeting ID: 382 214 324 162 Passcode: AqCQqT
Physical Education	Wednesday 5th March 2025	Join the meeting now Meeting ID: 311 912 718 803 Passcode: sMm2fC
PSHE	Wednesday 23rd April 2025	Join the meeting now Meeting ID: 325 504 329 285 Passcode: jMBWjs
Science	Wednesday 5th March 2025 16.00-17.00	Join the meeting now Meeting ID: 388 787 607 761 Passcode: zdzxB4

Action Tutoring are looking for ways to grow our partnerships with schools, so they can reach even more pupils who would benefit from additional support. *Action Tutoring is an education charity with a long history of providing vital tutoring support to pupils facing disadvantage. We work with primary and secondary state schools to deliver heavily subsidised, high-quality tutoring for pupils in Years 5, 6, 7, 10 and 11, in English and maths. Our Guide for Schools can be found here.*

Final Call for supporting our December Mock Interviews

We have had an overwhelming level of support for our mock interviews, so much so this year we will be extending the opportunity to our PGCE students.

What is this?
We offer all finalists the chance to complete a mock interview in preparation for their interviews in the new year. This goes hand in hand with our Recruitment Fair (Wednesday 5th February) which as schools you are also eligible to attend. To hear more, contact natalie.rankin@roehampton.ac.uk

What will happen?
Students will join your online link (please do share this via the below link) and you will complete a twenty minute interview and up to ten minutes' feedback. If you are willing to do more interviews, we'd love to sign you up for more slots.

How can I help?
Sign up for one or more slots below. Anthony will try to link you geographically with a student teacher who may wish to work in your area. This is usually possible for more than half of the interviews.

Please sign-up here: https://forms.office.com/e/BCXZF16tvD

Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to baprimary@roehampton.ac.uk and pgprimary@roehampton.ac.uk, and we will share these with our current students and graduates from last academic year.

Our Primary Subject Leads

Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

Key subject/research interests: Pupil understanding of their everyday geography and the locality.

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Telephone:

Key subject/research interests: Computing Education in Primary settings**.** Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!

Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picturebooks, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

Professional Links: Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

Key subject/research interests: The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

Professional Links: Member of the United Kingdom Literacy Association (UKLA)

Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

Key subject / research interest: Relativity and History, experiential learning, historic fiction and diversity.

Professional links: Regular contributor to Primary History journal and to Historical Association conferences.

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

Key subject/research interests: Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

Professional Links: ATM/MA; NCETM and consultancy in schools.

Subject: Art and Design

Subject Lead Name: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

Key subject/research interests: Primary Art and Design education; holistic education; broad and balanced curriculum.

Professional Links: NSEAD; NAPTEC; NASBTT (Associate Consultant for Primary Art and Design)

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

Email: s.miles-pearson@roehampton.ac.uk

Telephone: 0208 392 5781

Key subject/research interests: CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.

Subject: Science

Subject Lead Name: Dr Nicola Treby

Email: nicola.treby@roehampton.ac.uk

Telephone: 020 8392 3263

Key subject/research interests: Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.

Subject: Physical Education

Subject Lead Name: Emerick Kaitell

Email:

Telephone:

Key subject/research interests: My teaching philosophy is centred around a commitment to social justice, ensuring every child has access to high-quality physical education.

Partnership Materials Page:
https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108
(click "Log in as guest" & enter the password **RoehamptonTrainee**)

University of Roehampton Primary Partnership webpage:
https://www.roehampton.ac.uk/education/primary-school-partnerships/

School Partnerships Team
email**:** primarypartnerships@roehampton.ac.uk

Head of Primary Initial Teacher Education: Sarah Leonard
email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin
email: natalie.rankin@roehampton.ac.uk

BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow
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PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird
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University of Roehampton London