Primary Schools Partnership
April Newsletter

2023

University of
Roehampton
London

A message from our Deputy Dean

Dear colleagues,

We are delighted to share the fact that following our recent Ofsted inspection, our report has been published and we received an 'Outstanding' grade for our primary provision.

The report stated that the courses 'enable trainees to thrive in their development as teachers'. It goes on to say that 'everyone involved in teaching the programme, both at university and in school, makes sure that trainees receive the knowledge and guidance that they need to start in the profession'. The report also recognised that 'the curriculum is co-designed with partnership schools. This helps to ensure that what trainees learn in practise on their placements aligns closely with subject content taught at university sessions'. In further recognition of the value of the partnership, the report states that 'mentors consistently set clear weekly targets'. The full report is available on the Ofsted website here.

We want to thank all of you for your ongoing support, care and dedication, which have made this possible. We are currently the largest provider in the country to have received an outstanding judgment, which is remarkable given the size and complexity of our partnerships. The report gives us renewed confidence in the ways that we work together, and we look forward to growing our partnership with you in the coming years.

With best wishes,

Matt Sossick
Deputy Dean and Head of Initial Teacher Education

In this issue

A bitesize issue this month, due to the Easter holidays! Would you be interested in working with us as a **Roehampton Mentor**? We are currently recruiting – please see page 3 for details. The **British Coronation Project** for schools is an opportunity to explore, commemorate and celebrate the Coronation of King Charles III with your pupils; see page 4 for how to sign up and access their free resources. University of Nottingham's **Primary ITE blog** is a wide-ranging resource for primary practitioners; access this via the link on page 4. Professor Miles Berry considers **Chat GPT for pupils** on page 5. And on page 7, we share details of the upcoming conference 'The Child of Today is the Adult of Tomorrow', being held on 26th June.

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Are you interested in working with us as a Roehampton Mentor?

We are recruiting to our team of Roehampton Mentors (RMs) for primary programmes in the School of Education. We are seeking applications from highly motivated candidates who are committed to providing support for student teachers and mentors on placements. We require new team members to travel to our partnership schools in some of the following areas: North-West, North, North-East, East, South-East and Central London.

The hours of work depend on the number and the cohort of the students that Roehampton Mentors are allocated. Placements run across the school year and commitment is required between September and July (depending on the cohort/s of students that RMs are allocated). Work is pre-dominantly in term-time.

The Roehampton Mentor (RM) plays a key role in supporting Student Teachers on placement and quality assuring the mentors in school. They work in partnership with Class Teachers Mentors (CTM), School Based Mentors (SBM, School Direct/Apprentices only), Professional Coordinating Mentors (PCM) and university staff to support Student Teachers' professional learning and progress towards meeting the Areas of Professional Learning at the highest possible level. The RM is also integral to ensuring that the assessment of Student Teachers is accurate, as this role involves moderating interim and final assessments.

The RM supports the school mentor(s) by working alongside them to develop their mentoring knowledge, skills and understanding through joint observations, post-lesson conversations and providing feedback on their strengths and areas for development at regular intervals.

The RM will represent the University of Roehampton, demonstrate a clear understanding the ITE course aims, and support the partnership to achieve its main priorities, as set out in our annual improvement plan.

Further information and how to apply:
To find out more information about the role please read the job description here which includes a comprehensive list of the main duties and responsibilities. Alternatively, you can email the Head of Partnerships, Natalie Rankin: natalie.rankin@roehampton.ac.uk. Interested candidates are asked to apply by submitting a CV and covering letter by e-mail to:
natalie.rankin@roehampton.ac.uk.

The University is an equal opportunities and 'disability confident' employer. The University is committed to promoting diversity and equality of opportunity and aims to create a culture and environment where students and staff are treated fairly.

The closing date for applications is **Monday 5th June 2023 at 17.00**. It is expected that interviews for all short-listed candidates will be held on Thursday 15th June 2023.

The British Coronation Project

We would like to share with our partner schools a unique opportunity for children to explore, commemorate and celebrate the Coronation of King Charles III.

The British Coronation Project is a collaboration between King's College London, the University of Roehampton and sponsored by Arts Projects for Schools. The project provides teachers with a six-week scheme of work for Key Stages 1 and 2 that features ideas for creative activities designed to engage children with this momentous event. There is also an opportunity for children to take part in a research project exploring their understanding of the significance of the Coronation.

Please visit The British Coronation Project site to register to take part in the project, or download a sample lesson plan here.

One of the aims of the project is to understand more about children's awareness of the Coronation. With this in mind, schools are invited to participate in the research by sharing a Coronation quiz with pupils. Schools can register for the quiz here.

University of Nottingham Primary blog

The University of Nottingham's Primary ITE blog is a wide-ranging resource for primary practitioners. Contributions come from the university's Primary ITE team, other academic colleagues from the university and beyond, and a growing number of primary teachers. The posts, aimed at teachers and student teachers, have links to further reading and resources, providing a valuable starting point for exploration. Recent topics span curriculum (e.g. Ofsted's history research review); pedagogy (e.g. The use of stories in mathematics); current issues (e.g. Promoting positive mental health in the classroom) and teacher development (e.g. Signature pedagogies of teacher education). The complete series can be found here: https://blogs.nottingham.ac.uk/primaryeducationnetwork/

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.

ChatGPT for pupils

by Professor of Computing Education, Miles Berry

This article was originally published in originally published in Sapientia, the newsletter for ICT for Education: https://www.ictforeducation.co.uk/

Have you ever watched your pupils writing on an iPad? For their generation though, this seems almost natural, with many developing a muscle memory for the 'keys', and others making use of built in tools to make text-entry that bit easier, including speech recognition and swipe based keyboards. More interesting still is the way many pupils opt for the machine generated suggestions offered as predictive text above the keyboards: it seems possible for many pupils to create quite lengthy stories or essays mostly by choosing one of three words offered as a suggestion.

The technology that powers predictive text is similar to, but far less powerful than, that which powers ChatGPT, Bard and other large language model generative artificial intelligence. Broadly, these work by deciding what's the best word (or 'token') to pick next, based on the prompts received and all the words it's responded with so far. There's a bit more to it than that, as much of its character is determined by the semi-randomness ('temperature') of the text generated. The probabilities of what token might come next are based on the large body of text from the open web on which it has been trained. I don't think there's any strong sense in which ChatGPT understands these texts, although it might appear to do so. Nor has it any real sense of which sources are more reliable than others, although it does have a sense of what's 'normal' and what's not. It's also been trained to be polite and to avoid swearing, and its developers have built in a number of 'safety' features to prevent it from generating text that might be offensive or inappropriate.

Many of the teachers and trainee teachers with whom I've worked have tried ChatGPT for themselves, and have found a whole range of relevant use cases: creating medium term plans and lesson plans, identifying the content to cover in a presentation, creating multi-choice quizzes, and a mark scheme, producing model answers for exam questions and even providing code for analysing pupil attainment data.

For pupils though, I think it's already possible to see ChatGPT fulfilling some (but by no means all) of the roles of a teacher or teaching assistant. Vygotsky wrote about learning happening in the zone of proximal development, where the learner is just beyond the point where they can do something on their own, but not so far beyond that they can't be helped by a more experienced person. Traditionally we'd see teachers as the 'more knowledgeable other', but we've come to recognise that fellow pupils can take on this role, and I think we're now seeing the emergence of ChatGPT as a new kind of 'more knowledgeable other', one that can be accessed at any time, and one that can be used to help with a wide range of tasks. Under 13s can't create their own accounts for ChatGPT, and those between 13 and 18 should only do so with parental consent. At the moment, it's a text-based interface, so pupils' literacy skills need to be already at a good level before it's accessible to them, although it can be used in combination with text to the speech and speech to text accessibility features built in to modern operating systems.

Whilst it's easy enough for pupils to get started using Chat GPT for themselves, making effective use of it is a skill

that can be both taught and learnt. Using Chat GPT well is about coming up with good 'prompts' for the AI - the information the pupils provide it with or more typically the question you ask it. I think there's a parallel here with our role as educators - our learners learn best when we ask good questions or provide a good stimulus as a starting point for their response, and indeed some of the best interactions with Chat GPT can have something in common with great dialogues between teachers and their pupils.

Chat GPT is very good at coming up with answers to most homework questions - it'll provide answers to comprehension questions if given the source text, or write to a given length on most given topics. Crafting the prompt so that it includes information given in the lesson or from the textbook can help provide an answer closer to what might be expected. It's also pretty good at creative writing, including poetry. Pupils can ask it to rewrite text in the style of say, an eleven year old, or more usefully to explain or elaborate particular points. It's less good at maths, at least at the time of writing, but I'm sure this will get better soon.

I worry about pupils using it to do their work for them, as this seems to defeat the educational objective of the task. Teaching pupils how they can use Chat GPT to help them learn seems more useful: it's good at suggesting ideas for an essay or a story, and it can help make improvements to something which pupils have already written. It's also good at explaining something, and these explanations can be phrased in language appropriate for younger readers, or expanded. It can also create revision or practice questions on topics, and will engage in a Socratic dialogue if asked to.

Pupils' use of Chat GPT raises ethical issues - the primary and secondary pupils I've spoken to about it are generally clear that it's fine to ask it to explain things, to ask it for ideas, or to get help improving something they've written, but it crosses an ethical line to pass off its work as their own. This is pretty much the same as the same way as they'd think about advice from their peers, parents or tutors.

Arthur C. Clarke suggested that 'any teacher who can be replaced by a machine, should be'. I think (hope), that we're a long way from that, but for a motivated, literate and connected learner, Chat GPT can be a powerful tool for their learning. As teachers, I think we need to be aware of how pupils can and will use these systems, and offer our own 'prompts' to pupils to help them use them positively.

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The Child of Today is the Adult of Tomorrow:
Pathways to a Healthy and Productive Society in the 21st Century

26th June 2023
University of Worcester, Severn Campus - The Arena

SIGN UP TODAY - The Children's Alliance is dedicated to a society that works for everybody by prioritising children young people and families. In partnership with Worcester University, we are delighted to invite you to attend our inaugural conference.

CONFERENCE AIM: To shape a collective voice from child-centric concerns, business and education that is capable of articulating compelling ways in which to support a pathway from healthy childhood development to wellness throughout the life course, so that the socioeconomic ambitions of our wider society are fully realised.

VISIT - https://www.eventbrite.co.uk and search for *The Child of Today is the Adult of Tomorrow*

You will be able to purchase your ticket(s) on the Eventbrite website or you can email paul.wright@childrensalliance.org.uk for group bookings. We have a limited number of tickets and exhibition/sponsorship opportunities. The proposed Agenda is below.

9-9.30 – Arrival, Registration and Refreshments	Welcome
9.30-9.35 – Welcome - Head of Worcester University Business School	Pro Vice Chancellor
9.45-10.15 – Keynote speaker to conference	Speaker from the world of professional sport
11.15-11.50 - Keynote speaker(s) to conference	Managing set-backs and adversity
11.50-12.30 - Keynote speaker(s) to conference	The inclusive business
1.30-2:25 – First set of two parallel workshops	1) The start of life 2) Physical health and activity
2:25-3:10 – Second set of two parallel workshops	3) Mental health & wellbeing 4) Nutrition for life
3.35-4.00 – Keynote presentation	Dr Pamela Murray: Worcester University and Dr Alison Murray: Roehampton University
4.00-4.30 – Keynote speaker	The case for a new Government Department: Children, Young People and the Family
4.30-4.45 – Final comments and thanks	Children's Alliance representative

Children's Alliance
Better starts, brighter futures

Direct link:
https://www.eventbrite.co.uk/manage/events/566388893427/details

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Our Primary Subject Leads

Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

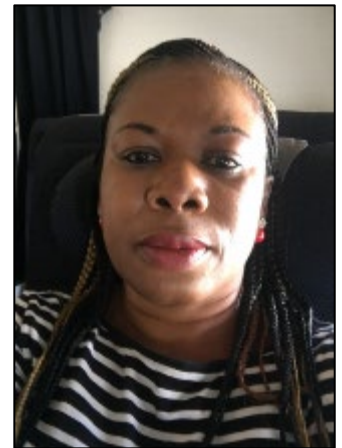**Key subject/research interests:** Pupil understanding of their everyday geography and the locality.

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).

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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.

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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: Physical Education

Subject Lead Name: Dr Alison Murray

Email: Alison.murray@roehampton.ac.uk

Telephone: 020 8392 3398

Key subject/research interests: Motor competency through student agency; metacognition, Physical education teacher education, embodied practice

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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: Religious Education

Subject Lead Name: Lesley Prior

Email: lesley.prior@roehampton.ac.uk

Telephone: 0208 392 8163

Key subject/research interests: The role of SACREs in RE and the interface between religion and worldviews and the life of schools.

Professional Links: Among my many links with various professional RE organisations, I am Chair of the European Forum of Teachers of RE and I am a former Chair and current Executive Member of the National Association of SACREs.

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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
email: anthony.barlow@roehampton.ac.uk

PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird
email: s.laird@roehampton.ac.uk

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