

**Primary Schools Partnership
July Newsletter**



20
23

A message from our Deputy Dean

Dear colleagues,

Congratulations on another successful year in school. It never fails to amaze me how dedicated and talented teachers are when I go into schools.

We are delighted that another great group of Primary and Secondary students have just qualified. This crucial pipeline of new teachers entering the profession takes the support and encouragement of many people at the University and in schools. High levels of expert mentoring are required to develop the students into new teachers, many of whom have had little or no experience of working with children before they enter the course. We thank you for all your help with this. Our second group of apprentices also finished this summer, and we have a larger cohort signed up for the new academic year. If you are interested in finding out more about our apprenticeship programme, please email: apprenticeships@roehampton.ac.uk

Many of you will be very familiar with the work of NASEN and the Whole School Send project. The excellent [Teacher Handbook: SEND](#) is a wonderful resource for supporting schools and teachers when working with children with special needs. We are delighted that, due in part to the pressure that NASEN and others have put on the DfE, they have relaxed the requirements around students teachers working in special provision. This means that it will be easier for us to place students in SEND settings. The new guidance states that 'a placement in a special school can reinforce the trainee's understanding of how to plan and teach more effectively for all children.' We are delighted at the clarity this gives us in allowing students to have some of their placements in special schools.

We hope you have a wonderful summer, and look forward to working with you in partnership next year and beyond.

With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education

In this issue

Would your school like some **free books from our library**? Turn to page 3 to find out more! Dr Melissa Jogie and her team are running a **free training webinar about child bereavement** on 3rd October – sign up on page 3. Can you offer **student teacher placements** next academic year? If so, please see page 4 for details. We reflect on the **final university day for our PGCE students** on page 6. And Lorraine Hartley, Principal Lecturer in Mathematics Education, considers **effective instructional approaches to engage all learners in mathematics** on page 7.



School Experience Collection Library Books available to schools for free, to collect

I am currently undertaking a review of our School Experience Collection, in collaboration with Education academics. As part of this review we have identified a range of titles - from older texts to more modern - that would be better suited for use in schools or within the home. Examples include Gruffalo's Child, Michael Foreman and Debi Glori titles. I would like to give our Partnership Schools a chance to look at these titles and take items of interest, before they are donated to our local community.



If you are interested in coming to the library and having a look at what is on offer, please contact me to arrange a suitable time: marian.brown@roehampton.ac.uk. Schools are welcome to take as many of the books as they wish, for free.

Marian Brown
Academic Engagement Librarian for School of Education

Free training webinar: Bereavement in schools

We are excited to invite you to a [free training webinar](#) about child bereavement. Receive guidance from experts about how you can support your pupils in grief as a teacher. Save the date in your calendars!

- **WHAT?** Child bereavement at school: A training webinar
- **WHEN?** 3rd October 2023
- **WHERE?** Online
- **Sign up** [here](#)







This webinar is part of a research project by Dr Melissa Jogie at the University of Roehampton, in cooperation with the University Bicocca Milano and the University of Bologna (both based in Italy). This British Academy funded study aims to gather a data base of good practices on child bereavement to circulate amongst schools in the two countries.

You can contribute to the research by filling in [this quick questionnaire](#). Your valuable insights will be useful to understand the challenges that teachers face in supporting their pupils through difficult times and to identify ways to improve the support that schools can offer.

If you want to find out more about the project click [here](#), or contact Dr Jogie (melissa.jogie@roehampton.ac.uk) or her research assistant Sarah (fasolis@roehampton.ac.uk).

We look forward to meeting you on 3rd October!

Dr Melissa Jogie & team

	How can teachers support children in bereavement?		
	Come supportare gli studenti in lutto? Indicazioni per gli insegnanti		
			

Can you offer Block School Experience Placements in 2023/24?

As we plan our provision for the upcoming academic year, we invite you to offer placements for our BA and PGCE students in 2023/24. Please find below information about placements for each of the cohorts, the expectations of Class Teacher Mentors and details on their role in supporting the Student Teachers. Your school should have already been emailed details of how to submit placement offers for next academic year - if you have not, please contact primarypartnerships@roehampton.ac.uk, who will send on our Placement Offers Pack.

Placement Dates and Expectations of Student Teachers

The following table outlines the placement dates for the five cohorts, and the key expectations of Student Teachers in each phase:

Cohort	Placement Dates	Expectations of Student Teachers
BA Year 1	6 weeks <i>Monday 11th December - Friday 15th December 2023; Monday 8th January 2024 - Friday 9th February 2024</i>	Support Teacher Students work towards planning, teaching and evaluating 6-8 group activities and between 2-4 whole class or large group activities per week. Full participation in the life of the class and school.
BA Year 2	8 weeks <i>Part 1: Monday 13th November - Friday 8th December 2023</i> <i>Phonics day on Friday 12th January 2024 and Assessment Wednesdays on 20th & 27th March 2024</i> <i>Part 2: Monday 15th April - Friday 10th May 2024</i>	Sharing Teacher Students initially focus on observing and working with groups, as a support teacher, and build up to leading whole class/group lessons. Students work towards managing the class for 3.5 days in the final week as a sharing teacher, taking responsibility for the day-to-day management of the class and planning, teaching and assessing the children's learning. Students return to the school for one day in January 2024 to focus on Phonics, and two days in March 2024 to focus on assessment and to prepare for Part 2. There is no teaching expectation of the student on these three days.
BA Year 3	11 weeks <i>Monday 8th January - Thursday 28th March 2024</i>	Lead Teacher Students begin by teaching whole class lessons in the role of sharing teacher. As they step into the role of lead teacher, they work towards managing the planning, teaching and assessment of the whole class for 4 days a week, from week 5 until the end of the placement.

Cohort	Placement Dates	Expectations of Student Teachers
PGCE BSE 1	<p>7 weeks</p> <p><i>Initial visit days:</i> 12th & 13th October 2023</p> <p><i>Main placement:</i> Monday 30th October - Friday 15th December 2023</p> <p><i>Assessment days:</i> 19th-21st February 2024</p>	<p>The aim of the visit days is for students to meet their teacher and class to prepare for the main placement.</p> <p>Students initially focus on observing and working with groups, as a support teacher, and build up to leading whole class lessons. They work towards managing the class for 3.5 days in the final week as a sharing teacher.</p> <p>Students return to the school for three days in February 2024 to focus on pupil progress and assessment. This involves focussed observations of the class teacher and children (including children's work). There is no teaching expectation of the student on these two days.</p>
PGCE BSE 2	<p>14 weeks</p> <p><i>Initial visit days:</i> 22nd & 23rd February 2024</p> <p><i>Main placement:</i> Wednesday 6th March - Thursday 4th July 2024</p>	<p>The aim of the visit days is for students to meet their teacher and class to prepare for the main placement.</p> <p>Students begin by teaching whole class lessons in the role of sharing teacher. As they step into the role of lead teacher, they work towards managing the planning, teaching and assessment of the whole class for 4 days a week, from week 8 until the end of the placement.</p>

In 2023/24, **we will continue to have a greater need for Key Stage 1 placements for our BA Year 3 and PGCE cohorts.** For all placements, please note that our Student Teachers must be placed in classes that have 15 or more pupils.

Class Teacher Mentors

We request that you submit offers of placements where Student Teachers will be placed with willing and expert Class Teachers, who have appropriate experience and who will provide suitable mentoring. We require Class Teachers to have at least two years of experience before becoming a Class Teacher Mentor; Class Teacher Mentors cannot be an ECT1 or ECT2. The role of the Class Teacher Mentor will involve:

- ✓ engaging with University of Roehampton Class Teacher training or update training
- ✓ sharing PPA time with the Student Teacher and providing them with appropriate levels of support with planning, teaching and assessing
- ✓ conducting a Class Teacher observation and post-lesson conversation each week
- ✓ having a Weekly Review Meeting with the student teacher to discuss their progress and next steps
- ✓ participating in joint observations and post-lesson discussions with the Roehampton Mentor and Student Teacher on the scheduled visits
- ✓ engaging with the assessment procedures, in conjunction with the Roehampton Mentor and Student Teacher

If you have any questions, or would welcome further discussion on the process of submitting your offers, please do not hesitate to contact me the Partnership team: primarypartnerships@roehampton.ac.uk. We look forward to working with you and continuing to grow our partnership with your school.

PGCE: Final Day at University

The final day of the PGCE Primary Programme took place on Friday 7th July. Our student teachers from our three pathways (Core, School Direct and Apprenticeships) attended a day full of important information for their ECT year as well as an opportunity to celebrate their success with their classmates and university staff.



The morning started with Dr Sarah Leonard (Head of Primary ITE) who shared with our student teachers the key expectations and regulations of the ECT year. She explained the potential ECT packages that students might encounter at their employing schools. This section was also complemented by Chesterton Primary's Deputy Headteacher Priya Kaplan's presentation from the London

South West Maths Hub (part of the National Centre for Excellence in Teaching Mathematics - NCETM), who introduced some of the ECT support available through the Maths Hubs as well as the funded Working Groups available at the end of the first year as ECTs.

The second half of the morning was an opportunity for our student teachers to listen to the excellent advice provided by four senior leaders from our School Partners (Cranmer Primary, The Alton Primary, Ridgeway Primary and Ashburnham School). They discussed several of the expectations that they have of ECTs and the support and professional development for ECTs but crucially, they emphasised the importance of wellbeing. This section was followed by our ECT Panel which comprised of four students who completed their PGCE last year and are at the end of their first ECT year. This discussion was full of anecdotes that illustrated some of the challenges faced during their ECT year but also full of practical advice. Moreover, our former students demonstrated how well prepared they were in order to overcome all they faced in their first year of teaching. And it was interesting to see the similar strategies used by these former students in order to look after their wellbeing: all of them have used some form of physical activity, like Yoga, running, dancing, and even roller-skating.

We finished the morning with a final 'well done' from our Deputy Dean, Matthew Sossick who reminded our students of the power that teaching will have on all the pupils that will pass through their classes. To this end, we all listened to the recording of the former professional footballer Ian Wright sharing the huge positive influence that a teacher had in his life. Suffice to say, we should have provided a few tissue boxes!

Finally, we all moved to our Roehampton lawn overlooking the lake for a BBQ, kindly provided by Froebel College, to celebrate our students' amazing achievements.

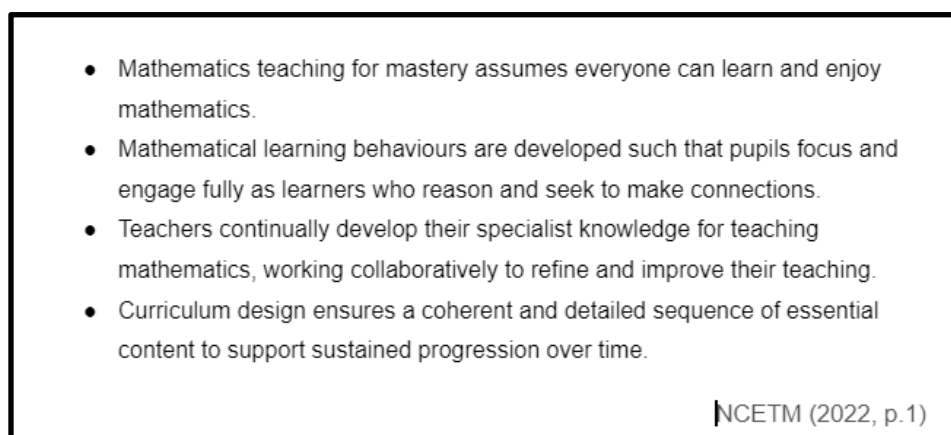


Effective instructional approaches to engage all learners in mathematics

As a solution to the widely acknowledged ‘anti-maths’ culture in this country, the current Prime Minister, Rishi Sunak, suggested compulsory mathematics education to eighteen (Walker, 2023). However, the implications of gaps in some pupils’ understanding of early number concepts, indicates a need to consider pupils’ educational experiences when they are younger (Dowker, Sarkar and Looi, 2016) rather than extending the number of years that students study the subject.

The current primary mathematics curriculum (DfE, 2013) is defined as a mastery national curriculum; a key tenet of this is a belief that all children can learn mathematics. ‘Teaching for mastery’ is a pedagogical approach promoted in government policy and through the government funded National Centre for Excellence in Teaching Mathematics (NCETM). Although the term mastery is used variably (Boylan et al., 2018), the NCETM are clear about the essence of teaching for mastery, as shown in Figure 1 below.

Figure 1: The Essence of Teaching for Mastery (NCETM, 2022)

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- Mathematics teaching for mastery assumes everyone can learn and enjoy mathematics.
 - Mathematical learning behaviours are developed such that pupils focus and engage fully as learners who reason and seek to make connections.
 - Teachers continually develop their specialist knowledge for teaching mathematics, working collaboratively to refine and improve their teaching.
 - Curriculum design ensures a coherent and detailed sequence of essential content to support sustained progression over time.
- NCETM (2022, p.1)

For NCETM, mastery encompasses the idea that all learners ‘move at broadly the same pace’ (DfE, 2013, p.1) in the belief that all children should be able to access age appropriate concepts, with the exception of those children with specific cognitive delay. Drury (2018), when advocating approaches that enable all pupils to master mathematical concepts, identifies that teacher mindset is key. A belief that all children can do mathematics, alongside teaching approaches that foster active engagement of all pupils, is fundamental to an inclusive classroom in mathematics.

Boylan et al.’s (2019) study, which examined teachers’ specific approaches to teaching for mastery, showed that using representations and models, teacher questioning, and classroom dialogue were frequently identified as strategies used to develop pupils’ conceptual understanding. The most frequently discussed strategies to promote procedural fluency were: choice of practice questions and an emphasis on memorising, recalling and testing of factual knowledge (Boylan et al., 2019).

There are clear similarities across instructional models and wider research into effective approaches to instruction in mathematics. For example, when introducing new concepts it is important to capture pupils’ interest to support them in encoding new learning (Goodwin, Gibson and Rousseau, 2020). Goodwin et al., (2020), like Rosenshine (2012) and Schoenfeld (2016), and much other research into effective teaching of mathematics (Hodgen, 2017), recommend that learning is connected, particularly to prior learning, and then learning is embedded through challenging practice and through extension or enrichment activities. These approaches to effective instruction are also mirrored in the NCETM’s recommended approaches to lesson design (NCETM, 2022); activities which deepen learning, through a focus on mathematical thinking, are recommended once learning has been introduced and opportunities for practice have been provided.

Some research informed instructional approaches that engage all pupils in mathematics by scaffolding and deepening the learning, are considered in this article.

1. Coherence in the design of instructional sequences and lessons
2. The importance of connections to, and assessment of, prior learning;
3. Introduction to new learning that considers how to engage pupils in meaning making, as well as scaffolding the learning through a focus on use of representations and developing pupils' talk and use of mathematical language;
4. Opportunities for review and practice;
5. Formative assessment of the learning that includes identification of individual misconceptions and difficulties; and,
6. Extending and deepening learning through mathematical thinking.

The first of these three approaches are considered in this month's edition of the Roehampton newsletter and the following three are considered in the first newsletter of the 2023 academic year.

Coherent Steps in Planning

According to Bailey and Pranksey (2014) careful planning of the stages through the lesson reduces working memory load and helps us to remember. Schoenfeld (2016) notes that planning and teaching should be focused and coherent whilst Rosenshine's (2012) research, drawing on cognitive science, indicates a need for teachers to consider the implications of young children's limited working memory. Opportunities to engage in discussion or activity at progressive stages through a lesson, in which new material is introduced in manageable chunks (Rosenshine, 2012), would seem to be an important consideration when working with primary age pupils. Notably, primary age pupils' working memory tends to fade after about ten minutes (Sousa, 2011).

Prior Learning

Children are more likely to learn when the learning focus and the related tasks and questions are pitched at the right level of difficulty. Powerful instruction meets students where they are and gives them opportunities to move forward (Schoenfeld 2012), highlighting the need for explicit connections between children's existing knowledge and the new learning (Rosenshine, 2012; Hogden, 2017). Planning and teaching that activates prior knowledge, also ensures optimum levels of challenge because it reduces the potential for working memory overload (Rosenshine, 2012).

New learning is arguably too difficult when children lack the prior knowledge or pre-requisite understanding. Mason (2015) identified the need for teachers to thoroughly assess their pupils' readiness for the new learning by obtaining knowledge of their levels of prerequisite understanding that includes their specific difficulties and their misconceptions. Taking the time to assess pupils' prior knowledge and to use assessments to make decisions about next steps in teaching is key to effective instruction that ensures all learners make progress.

Scaffolding

The challenge for teachers is to ensure their lessons provide clarity and support without telling students precisely what to do the whole time (Schoenfeld, 2018). Teachers should look to actively support pupils 'without suggesting overly specific ways to go about assigned tasks' (Schoenfeld, 2018, p.5). Some specific research informed strategies recommended for scaffolding are considered here:

- engagement and meaning making
- developing structure and using representations
- developing talk and mathematical language

Scaffolding: Engagement and Meaning Making

New learning requires effort (Kahneman, 2012). To engage in productive struggle that might bring about learning (Schoenfeld, 2018), motivation is crucial (Pattall, Cooper and Robinson 2008). Positive teachers who are warm and present, and actively listening are important to pupil participation (Goodwin et al., 2020). Pupil engagement manifests through a combination of emotional, cognitive and behavioural commitment (Bobis et al., 2015). Teachers might attract attention by stimulating curiosity or an emotional response. Dean and Jolly (2012) identified that stories and picture cues provide powerful stimuli. Even the

simple addition of colourful cartoon characters can enhance learning (Um et al., 2012). Positive emotions generated through emotional hooks, support later recall (Goodwin et al., 2020), but these need to have a natural fit to the learning (Dean and Jolly, 2012) and notably, pupils are more likely to initially engage in learning if they can find meaning, purpose and value in what they are learning.

Meaning making supports the working memory as we make sense of the new learning (Goodwin et al., 2020). We remember and can encode what we personalise (Medina 2008). Relevant and realistic contexts, as starting points to engage pupils, support the introduction of abstract big ideas (Van den Heuvel-Panhuizen, 2003; Searle and Barmby 2012). Using language and contexts that are connected to pupils' lived experiences, as a window to the unfamiliar and abstract mathematics, supports pupils in developing new learning. Twomey Fosnot and Dolk (2001), specify the importance of moving through the process of firstly understanding a concrete or real-world context and then 'mathematising' the problem. Used in this way, contexts facilitate connection to abstract procedures and concepts and to mathematical language and symbols, making them accessible (Schoenfeld, 2016).

Scaffolding: Use of Representations

The ways in which teachers represent the knowledge in their minds so that learners develop their own representations is an important aspect of instruction. Visual and concrete models provide cognitive support (Rosenshine, 2012) in making sense of and subsequently visualising the mathematical structure or relationship (Griffiths, Gifford and Back, 2017).

To maximise learning opportunities using representations, pupils need to see how representations are connected to big ideas. Pupils require support in making connections between the concrete or pictorial and the abstract mathematical representation. Crucially it is the talk alongside the abstract and the concrete or visual that makes the representation powerful when supporting pupils to visualise in mathematics (Pashler, Roher, Cepeda and Carpenter 2007).

Noticing the mathematical structure, idea or pattern in the concrete representation and talking about how this is connected to the abstract notation is what makes new learning accessible. The role of concrete and visual representations and their effectiveness is intrinsically linked to pupils' ability to explore and to talk about the connections. The act of writing or drawing further supports the learning (Goodwin et al., 2020) and so any opportunities for pupils to diagrammatise (Hodgen et al., 2020) what they visualise strengthens understanding.

Scaffolding: Mathematical Language and Talk

Doerr and Lerman (2010) describe communication as the force that drives the learning. The acquisition of subject specific language is a fundamental part of effective communication and learning in mathematics. As part of scaffolding the talk, children need to have a sense of what quality talk in mathematics looks like, and they should be explicitly taught how to talk in a productive and meaningful way (Symons and Pierce, 2017).

There is an expectation that teachers should model and encourage children to use full sentences when employing the correct vocabulary. The NCETM recommends specific strategies such as using stem sentences, sentence starters and teacher modelling of language (through my turn, your turn) alongside explicit and gradual introduction of new vocabulary.

Key to effective talk and reasoning is a classroom ethos and environment where all contributions are valued, and pupils feel safe to make mistakes (Askew, 2015). Teacher strategies such as public recognition of contributions, giving attention to students who are struggling, and capitalising on the strengths and contributions of each student, are key to nurturing inclusive practice (Schoenfeld, 2016).

If mathematical language is to be acquired with confidence, it is vital for students to have opportunities to discuss mathematics with peers. Teachers can scaffold pupil to pupil talk through a dialogic approach to teaching and learning (Alexander, 2018) where pupils are encouraged to engage in exploratory talk in which they constructively share ideas (Mercer, 2019). Resnick, O'Connor and Michaels (2007) suggest modelling and revoicing commentary, and then asking pupils to engage in paired talk, as a strategy to

foster exploratory talk. High quality conversation can be developed by giving children time to talk to a partner and respond to questions such as 'do you agree/disagree?', 'could you explain it a different way?', and 'did anyone get the answer another way?' (NCETM, 2022). Simply asking a child to restate another's contribution or asking pupils to build on what other students have said can encourage refinement of ideas and create communities in which all pupils talk (Schoenfeld, 2018). Effective instructional approaches to developing talk, such as those recommended above, are likely to lead to learning communities with an ethos and environment in which all pupils reason and use mathematical language appropriately (Twomey Fosnot and Dolk, 2001).

If you would like to know more about any of the instructional approaches mentioned in this article please look out for our next mathematics subject advisory session or send me an email and I can add you to my mailing list: lorraine.hartley@roehampton.ac.uk.

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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.

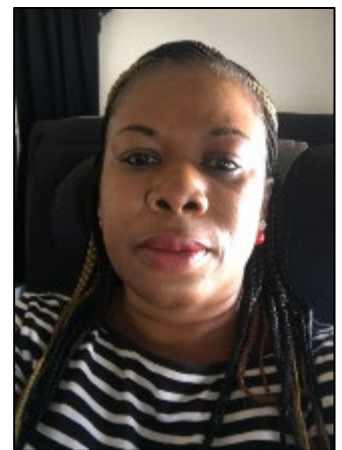
Subject: Computing

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).

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: 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

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.

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

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Head of Primary Initial Teacher Education: Sarah Leonard

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BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

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