

**Primary Schools Partnership
May Newsletter**



20
23

A message from our Deputy Dean

Dear colleagues,

As ever we hope you, your staff and your pupils are all very well.

I wanted to update you on our current recruitment situation. By the end of April, we had seen some interesting and challenging trends in local and national recruitment patterns. Recruitment across the sector has been very difficult. The reasons behind this are not entirely clear, but the negative media around the teachers' strikes may be contributing, as stories hit home about the huge pressures the profession faces in terms of workload and real term pay cuts. Also, as we emerge from the pandemic and the economy has high employment rates, teaching operates in a very competitive job market. If you are interested in finding out more about these challenges, I would recommend John Howson's blog:

<https://johnohowson.wordpress.com/>

In terms of our own figures, we saw a surge in applications when we put the apprenticeship onto Apply. We have learnt some lessons from this, and we are managing applications in a different way. Overall, applications for BA Primary are down by around 12%, whilst numbers accepting places are down by around 40% at this stage. PG Primary Core applications are up, but distorted by the apprenticeship applications. Accepted places are down by around 40%. For PGCE School Direct, applications are down by around 20%, with accepted places down by around 30% overall. These figures chime with what we are hearing from other providers. We may be experiencing a change in the pattern of recruitment across the year compared to previous years, particularly during the pandemic when there was a surge in early applications. It may be that we are returning to a pattern where applications are more evenly spread across the year, with a late summer surge. Comparing data with late April in 2020, accepted places are identical for School Direct - but still down on where they were for BA Primary and PGCE Core.

We continue to look at ways to bolster recruitment, to keep the supply lines open for new teachers coming into the profession. As ever, we want to work closely with our partners, to ensure we do everything within our control to bring in high quality new entrants to the profession.

With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education



Photo shows many in the wider School of Education Academic team, May 2023, on our Staff Development Day

In this issue

We would like to invite you to participate in a survey on how schools manage **bereavement policies** and support their pupils during times of loss, especially in the wake of Covid19 - please see below on this page. Can you offer **student teachers placements** next academic year? If so, please see page 4 for details. Roehampton Mentor and Head of Pre-Prep at Feltonfleet shares how collective professional development at her school has been inspired by **Friedrich Froebel** (page 6). BA2 student Kate Duckworth considers her placement experiences of teaching her Year 2 class about **transport links in urban London** on page 7.

Susan Ogier, Senior Lecturer, discusses common **myths and conceptions in Primary Art and Design** on page 8. Our BA1 and BA2 students visited **Parliament** before half term – read about their experiences on page 10. Sue Miles-Pearson, Senior Lecturer in Primary **Design and Technology**, shares how wooden pallets can be repurposed into raised beds (page 11).

As we send our BA students into summer, we look forward and look back – see details of our **end of year events and celebrations** on page 13. And lastly, are you interested in **working with us as a Roehampton Mentor**? Details of our vacancies are on page 14.

Research project: Bereavement in schools

We would like to invite you to participate in a [survey](#) on how schools manage bereavement policies and support their pupils during times of loss, especially in the wake of Covid-19. Your valuable insights will help us understand the challenges that teachers face in supporting their pupils through difficult times and will help us identify ways to improve the support that schools can offer.

This project is a study being comparatively done in Italy and England. The project [webpage](#) provides details of our research aims and a rationale for why this work is important in our current school environments.

The survey takes 10 minutes to complete. Your participation will help ensure that the needs and perspectives of teachers are well-represented in the research findings.

With thanks and best wishes,

Dr Melissa Jogie

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Institutional Research Culture Lead, Director of Diversifying Leadership | Advance HE

Senior Lecturer | School of Education

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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	7 weeks <i>Initial visit days:</i> 12th & 13th October 2023 <i>Main placement:</i> Monday 30th October - Friday 15th December 2023 <i>Assessment days:</i> 19th-21st February 2024	The aim of the visit days is for students to meet their teacher and class to prepare for the main placement. 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. 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.
PGCE BSE 2	14 weeks <i>Initial visit days:</i> 22nd & 23rd February 2024 <i>Main placement:</i> Wednesday 6th March - Thursday 4th July 2024	The aim of the visit days is for students to meet their teacher and class to prepare for the main placement. 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.

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.

Froebel in practice at Feltonfleet Pre-prep

By Amanda Burton Smith, Head of Pre-Prep, Feltonfleet Prep School and Roehampton Mentor



Our collective professional development at Feltonfleet Pre-Prep has been inspired since we were introduced to the modern-day influences of the educator and founder of the first Kindergarten, Friedrich Froebel.

Our journey began when Sally Cave, Headteacher of Guildford Nursery School, showed me the Froebel principles in action at Guildford Nursery School and Family Centre. Sally explained how the wonderful work that takes place there is guided by Froebelian principles. Sally encouraged and enabled me to learn more through training across six elements on the Froebel

Trust Short Course through the Froebel Partnership, with colleagues collaborating online from the UK and New Zealand with Dr Stella Louis and Jane Whinnett.

Our Feltonfleet Pre-Prep staff have participated in workshops delivered by the Guildford Nursery School team to consider ways to engage children physically, intellectually, creatively, socially and emotionally in meaningful, relevant play-based learning experiences.

Essential learning for life through ‘occupations’ such as gardening, cooking, woodworking, threading, sewing, weaving and the use of clay have been demonstrated and validated as opportunities for children to develop their ‘whole self’ by making connections, engaging with nature and handling real objects for real purposes.

Block play has always been a popular child led mathematical and creative opportunity in our Early Years. Through the Froebelian stages of block play and symbolic representation, by making careful observations and really listening to children, we can start to understand so much about how children think, learn, problem solve and pretend.



We are already noticing how levels of engagement, communication and flexible thinking are developing among children when they are surrounded by an environment, resources and staff that offer ‘freedom with guidance’ to enable them space and time to be the age and stage they are.



We now have two more staff attending regular training at Guildford Nursery School to complete their own Froebel Trust short courses across six elements during the next two years.

The Feltonfleet staff team extend our thanks to Guildford Nursery School for making us all so welcome both in the virtual learning context and the visits, tours and training sessions that have taken place within the remarkable Froebelian inspired learning environment in the Nursery

itself. We are excited about putting principles into practice, indoors and outdoors in our own Pre-Prep.

Block School Experience: A perspective from Kate Duckworth, BA Y2 Primary Education student

Theme: Teaching transport links in urban London

The problem: Over three weeks in April, I taught a Y2 class about their local area, their local transport links, and their place in the world. Geography is my specialism and I had not taught about the world at different scales before. While I had seen Google Maps and Earth being frequently used in the classroom, I wanted them to have an activity to do which connected them to their local geography and got them excited about geography! My aim was to allow them to make connections and be 'curious and fascinated' (National Curriculum 2014).



The lesson: "London and mapping" was my theme. My first idea was to have a fieldwork 'knowledge-walk', but realising the limitations of a task like that, with my own limited knowledge, I rejected this idea. Instead, my tutor supported me and suggested more practical classroom-based activities to complete some virtual fieldwork using resources easily to hand. The best idea was using free paper maps from the Underground to make jigsaws so that the children could piece them back together again: jigsaw locational geography! This really got them looking and learning and seeing London from a new perspective, despite the fact that they may be familiar with the map already, however familiar this map might be to them.

Their previous lesson in geography had been exploring the United Kingdom, and its countries. Using Google Earth, I saw how pupils were excited as they started to see different countries that they had connections to through family, heritage and holidays had visited. We talked about Europe and then we took a look at London, and I saw they recognised locations in London based on Underground tube stations in particular, including Kew Gardens where we had been previously.

The second activity I tried was considering routes across London, again completing virtual fieldwork. Using London Underground maps we traced routes together the children worked independently, working out routes through London, including Waterloo to Baker Street, Baker Street to Paddington, Paddington to Waterloo. Their summative activity was to write instructions to go from one station to another. The task they did independently was to pick their own end destination, but they had to start at Victoria, our local station.

"What I found interesting when looking at their work was the number of children who had only travelled a few stops to their home station. Even when given the whole of London to play in, they just wanted home."



The outcome: Coming to the end of this lesson, I was excited and ready to continue the children's learning. Observing what had interested them throughout the lesson, I attempted to create a series of lessons that the children would find interesting and engaging that would further develop their learning of London and London mapping. What was most exciting for me was that I was now preparing lessons for young geographers who were just as excited and passionate about geography as I am.

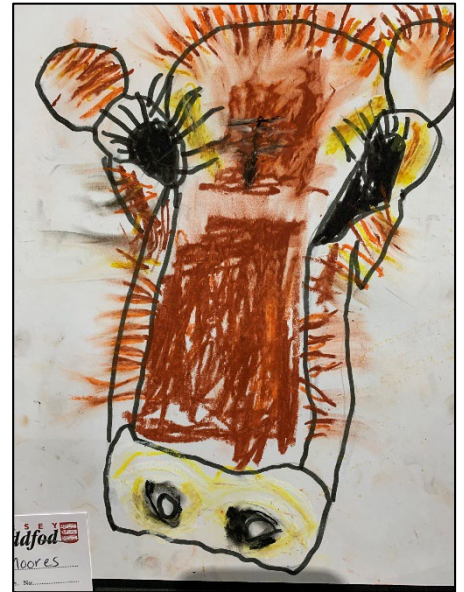
Myths and misconceptions in Primary Art and Design

Foundation subjects, such as Art and Design, can suffer lack of sufficient time in the primary curriculum - and it can even suffer from a lack of enthusiasm in some instances! This happens for a variety of reasons, especially where teachers themselves have had very little training or experience of their own and might lack confidence in teaching the processes and knowledge involved with art and design. This causes real misunderstandings of the nature of the subject, and when teachers take those misconceptions into the classroom, this can result in limited opportunities for children. In this article, we shall explore some common misconceptions surrounding the subject of art and design, and challenge these with a dose of reality.

1. I can't draw! I'm not creative!

How many times do we hear ourselves say this? It is a huge problem for us in early years and primary schools, as we are in grave danger of passing our negative self-perceptions to the children we are teaching, who, in turn, start to believe this of themselves. As teachers we are in a very influential position, and children will absorb what we say and do, and will copy that in order to please us - because they will assume we are 'right'. No matter how we feel about our own talent (or lack of) for drawing or creativity, it is vital that we put on a positive spin and show a resilient attitude when we are teaching art and design.

Right: A drawing is best viewed as a series of marks and lines organised in a way that someone else can interpret them.



2. Children will never get a job doing art, so it's pointless

Ken Robinson's famous TED talk reminds us of the old line offered by so many parents and teachers to their children: "Don't do art – you'll never get a job doing that". How wrong has that been shown to be! Skills and concepts learned in subjects such as Art and Design fundamentally underpin the success of many careers and jobs in the market today. In fact, they are the basis for success of the multi-billion-pound creative industries sector that the UK is famous for. On this website there are 176 career options listed, where an arts background is required!

<https://discovercreative.careers/explore/#/?search=&context=careers&tags=12804>

We can help to change the old-fashioned mindset that art is unnecessary, by providing rich experiences in the arts, and by using the distinctive nature of learning in and through the arts, to offer children a glimpse into a future of possibilities for their own lives.

3. Children should remember facts from art history

This misconception has emerged more recently, since a 'knowledge rich' curriculum has been promoted by the DfE. Of course, we do want children to be able to contextualise their learning, therefore engaging with art in a historical sense is important, but this is never in isolation to understanding and being exposed to examples of art, craft and design from the contemporary art scene, as well as different social and culturally diverse contexts. The OFSTED Research Review for Art, Craft and Design (2023) recognises three domains of knowledge: Practical, Theoretical, and Disciplinary. We might add 'Affective' to this list. Learning in art and design happens when connections are made across those four domains, and none of it will make sense to young children without the making part being forefront and central.

4. Art is too messy!

How many teachers do you know who are afraid of mess, and think that doing art will cause chaos and poor behaviour in the classroom? Whilst all artists will have their own way of working, many prefer to work in a clean and tidy space, where everything has been meticulously cleaned and placed where it belongs. As much as anything, this will be so that resources are not wasted and the life span of items such as brushes and paints are extended for as long as possible, but artists also often prefer a clean and tidy space in order to think clearly. Art need not be messy in the primary classroom either, if children are taught to be respectful of materials, and how to care and look after these. You can involve them in both setting up and clearing away, so that they learn that caring for equipment is part of the job of being an artist. Art need not be chaotic if it is well planned to allow for a logical, flowing structure within the lesson, with pause points to refocus the learning and refresh ideas – and to have a quick tidy up between activities! Children will learn important personal skills and will become independent and able to make choices in a safe and creative learning environment, and the teacher will be able to relax and enjoy the lesson without the worry!

5. It's too expensive

As budgets are trimmed due to the cost-of-living crisis, art materials can be low on the list of priorities for many primary schools. We all want to give children the best experiences in art that we can, but how can we do that without spending beyond our means? Using everyday materials for making art, such as recycled or natural objects, cardboard etc. alongside the specialist equipment can be very freeing in terms of availability, as it reduces the pressure to be overly precious with the media. For example, old rolls of wallpaper, or even sheets of newspaper can be used to draw on, or for collage and will give very exciting effects. Many artists are becoming aware of environmental impact of using resources and creating art, and this can be a great starting point for work with children too. Primary leaders can spend what budget they do have wisely by purchasing good quality materials that will last a long time. and by encouraging the school community to be respectful and not wasteful with these.

Right: Final year students learn to create artwork using sustainable materials and by exploring environmental theme.



By Susan Ogier, Senior Lecturer, Art and Design Education

Visiting Parliament with BA Y1 and 2

We have been fortunate again to work with the Parliamentary Education Service who showed us around both Houses of Parliament. We visited on a very eventful day in the week before half-term with some students who stayed for Home Office Questions able to see appearances by the Prime Minister and Leader of the Opposition. We also saw one of our local MPs leading local people around the House and explaining the local origin of some of the features.



Left: BA QTS students on their tour as we were about to enter Parliament.

As part of the visit we were able to discuss and remind ourselves about the duty we have as teachers to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual

respect and tolerance of those with different faiths and beliefs (DfE, 2014).

We were also reminded that tickets are not required for general Parliamentary debates. While tickets are required for Prime Minister's Questions, on most days you can just turn up and wait for entry to either Chamber on the day.

Find out more about the Parliamentary Education Service here: <https://learning.parliament.uk/en/>

Right: The golden state coach of the Speaker in Westminster Hall. Lindsay Hoyle, Speaker of the House of Commons, chose not to use the coach for the Coronation, choosing instead to walk to Westminster Abbey.



"UK Parliament is passionate about showing young people how they can get their voices heard. In this brochure you will discover free, curricula-linked services to help you and your pupils learn more about the important role of democracy, active citizenship and engaging with the UK Parliament."

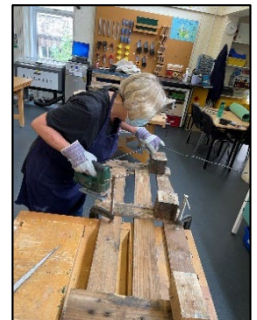
Left: Students hearing about the great battles and victories portrayed in vast paintings on the walls as you approach the House of Commons chamber

Focus on D&T: Considering the environment, repurposing wooden pallets to make raised herb and vegetable beds

Within primary design and technology, we upcycle, reuse and repurpose as much as possible, to make sure we are not wasting resources and it is better for the environment. As part of the National Curriculum for design and technology, we teach children where food comes from and how it is grown. In my own teaching career in a primary school, when I asked a child, 'Where do carrots come from?', the child answered, 'The supermarket!' So, I brought in carrots with the leafy green foliage, to demonstrate in the class that they grow in the ground and the leaves are above the soil. This made me realise that we should not take it for granted that children will have this knowledge, especially if they do not have access to outdoor spaces.

I thought that we could develop this further, especially for schools that do not have a designated growing area, to show how you could repurpose old wooden pallets. Other tubs or old containers would also work, making sure there was drainage.

My technician Jia Can Xu (JC) kindly agreed to help me make the raised beds from the pallets during the summer before the semester began. Here are a few pictures of the making process...



Once we had the pallets, we drew our designs and got to work cutting them up to the correct sizes to stack together with decent sized planting areas. You can find examples of how to do this on the internet.

We then assembled it; I went on the line, the sections with newspaper, and I recycled the peat free compost bags, making liners for the growing areas. You must make sure that you make a few small holes for drainage, or the roots will rot from sitting in water.



We decided to keep the rustic natural look to avoid using any paints or chemicals around the produce. We put some sticks in the soil in between the herbs and vegetables as a deterrent to animals using it a toilet. Although from the gap at the from left bottom you can see that the geese had a snack before I put the sticks in.

At present we have a selection of herbs – flat parsley, coriander, mint, thyme and baby carrots and onions. All of which we can use in our taught food sessions. I have also planted a French lavender in there to attract the pollinators. There is also a row of lettuces at the front but like the basil one of the plants was a snack for the geese.

There are two strawberry plants at the top, but as they start to produce fruit, they will need more protection from the wildlife on campus. We also have had a bathtub donated to repurpose, so I will update as to how we get on.



By Sue Miles-Pearson (MA) (HEA) Fellowship, Senior Lecturer and Subject Leader for Primary Design and Technology Education: s.miles-pearson@roehampton.ac.uk

Design and Technology association www.data.org.co.uk

National Curriculum for Design & Technology Key stage 1&2:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf

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.



End of the taught course on the BA QTS Programme

We have had a busy time sending our BA Y1-3s into the summer. Looking forward and looking back has been the aim, with the Year 2 Student Advisory Panel being particularly insightful. Students were full of praise about the experiences they'd had in Partnership schools. Both Y1 and 2s are eager to hear about their placements next year now!

Selected feedback from the Y2s is below. We will review and consider this as we move towards the end of the year.

What Works Well		Even Better If		
I was able to get back on track and do well in my assignments...by reaching out to my tutors. They helped me realise I could achieve this by being so encouraging and supportive	I can honestly say I was supported by the wellbeing team and my AGT. I appreciate Roehampton University and it was the best decision that I made to study as a mature student. The lecturers and the Moodle site have supported me well in training to be a successful teacher.	I felt that this year's reading for the seminars have been much more interesting and relevant to the focus of the sessions, which made writing up assignments easier! The assignment support provided by tutors was highly beneficial - always available to help when approached.	Clear instructions for placement tasks. Placement journeys/location - local schools are better for teacher trainees - especially for third year, as we may be offered a job in that school. This would also help with stress / dedication / motivation!	Regularly check ins with tutors & clear option of being in person Topic specific guidance for example how can I support children with big writes or specifically how can I teach children equivalent fractions.

BA Y3:

We finished the year of on-site teaching in the Portrait Room at Grove House hearing from the various Curriculum Design Group projects in Partnership schools. Our thanks to schools who hosted our groups this year, often after a very busy time post-SATs and in one case immediately after an Ofsted inspection.

This capstone module in the programme allows the students to consolidate and further develop subject and pedagogical content knowledge in four foundation subjects – art and design, computing, design and technology and music. This group project allowed student teachers to consider how that subject contributes to high quality curriculum design (the intent, implementation and impact of curriculum teaching and curriculum planning decisions) and to explore how subjects contribute to wider dimensions of curriculum design, in this case equality, diversity and inclusion (EDI).

Most of the BA Y3 trainees on their final day celebrating with each other after their morning of presentations. We wish them good luck as they start their jobs, begin their induction and now can go and make a difference!



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.



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.

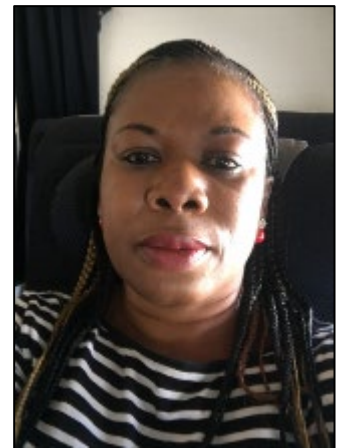
Subject: Computing

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

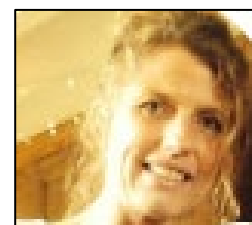
Subject Lead Name: Lorraine Hartley

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

email: primarypartnerships@roehampton.ac.uk

Head of Primary Initial Teacher Education: Sarah Leonard

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Head of Partnerships / Mentor Training Lead: Natalie Rankin

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BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

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PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

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