

**Primary Schools Partnership  
November Newsletter**



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## A message from our Deputy Dean

Dear colleagues,

I wanted to return to information we have shared about the changes the DfE are introducing as part of the Market Reforms to ITE from September 2024. One of the major changes will be the fact that all ITE mentors will be required to undertake 20 hours of training. This will involve both training on how to develop knowledge and skills around mentoring, and also the curriculum that our students are learning on their taught course at university. The aim is to develop more coherence across the taught and placement elements of the course. We are very aware of the increased demands that this will place on busy schools and mentors, and have been feeding these concerns back to the DfE at every opportunity.

We have mapped out our proposals in the table below, which have been developed and refined with our partners. We will ensure that this training is accessible and engaging, so it is experienced as CPD. For the general mentoring skills component, we are working with other London providers on shared training - so that a mentor has trained with one provider can have this recognised by another. This is because we know that some schools take students from more than one provider, and this will avoid duplication of training. We are also looking to accredit mentors' prior experience and training where we can, and have spent considerable time mapping this. The face-to-face training experiences that come from our Roehampton Mentor (RM) visits will also be recognised as training. The RM role will be reconceptualized as a 'Lead Mentor', to fit with the Market Review changes. Mentors involved in the Intensive Training and Practice (ITaP) weeks will also receive essential training around these. These ITaPs are another feature of the Market Review, which I will return to in the next newsletter.

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Focus	Duration	Mode of study
1. General mentoring skills	7 hours	Self-led, online modules – elements of this can be accredited from prior training/experience
2. Roehampton Curriculum	7 hours	Face to face training on campus
3. Paperwork and processes	1.5 hours	Online live twilight or video
4. Intensive Training and Practice	1.5 hours	Self-led video & as part of Lead Mentor visits during placement
5. Lead mentor visits (APM, modelling of best practice, quality assurance feedback)	3 hours	As part of Lead Mentor visits during placement

Please do contact me with queries, concerns or suggestions: [matthew.sossick@roehampton.ac.uk](mailto:matthew.sossick@roehampton.ac.uk)

With best wishes,

**Matt Sossick**

*Deputy Dean and Head of Initial Teacher Education*

## In this issue

Welcome to our jam-packed November issue! We share details of **educational podcasts** recorded by our tutors on page 3, below. You are warmly invited to a **free Primary Education Conference**, taking place on campus on Thursday 11<sup>th</sup> January; sign up on page 4. We were delighted to host **Neuroharmony** for a training session, which a number of our partnership schools joined; find out more about their work on page 5. On page 6, Senior Lecturers Amy Porter and Joanna Quinn discuss our partnership with Darell Primary in Richmond, supporting our BA1 students in their journeys towards becoming excellent teachers of **mathematics**. Can you offer **BA1, BA3 or PGCE 2 placements** for this year? Details of how to offer placements are on page 8.

Carols Izsak from Urbanwise.London considers **outdoor education and climate change**, providing practical tips for primary school teachers on page 9. Primary schools have until the 18<sup>th</sup> December to sign up to receive their **free BBC micro:bit** - the next gen classroom set; details of how to get yours are on page 11. Anthony Barlow discusses **field-learning with schools in primary geography** on page 12. And sign up for our **ICT for Education seminar** running in January at Roehampton – see page 14.

**UCL's Centre for Climate Change and Sustainability Education** have recently launched a free online professional development programme for teachers, further details on page 15. **Ordnance Survey** is looking to hear from geography teachers across Great Britain to understand what training is in place to support their work - sign up on page 16. We share links to the **British Educational Research Association's** blog special on page 17, which brought together policy makers, educational practitioners and researchers to discuss what we are educating for across the English educational system. And finally...**The Best of the Friday Briefing** – a new regular feature. Every Friday, student teachers and Roehampton Mentors receive a briefing with news, views and details of CPD opportunities – on page 18 we share some of the most interesting school and subject-related links from the past few weeks.

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## Educational podcasts from Roehampton tutors

Anthony Barlow participated in a podcast for the series Page to Podcast and spoke about geography and the enquiry approach:

<https://pagepracticepodcast.podbean.com/e/series-5-episode-21-anthony/>

He also recorded a podcast with the former history tutor at Roehampton, Karin Doull, for the Humanities2020 podcast Hear more about her passion for history here:

<https://shows.acast.com/humanities-2020-podcast>



**FREE CPD FOR PARTNERSHIP SCHOOL STAFF**  
 Join us for our annual BA Year 2 Undergraduate Conference

# Speaking, Listening and Moving Primary Education Conference

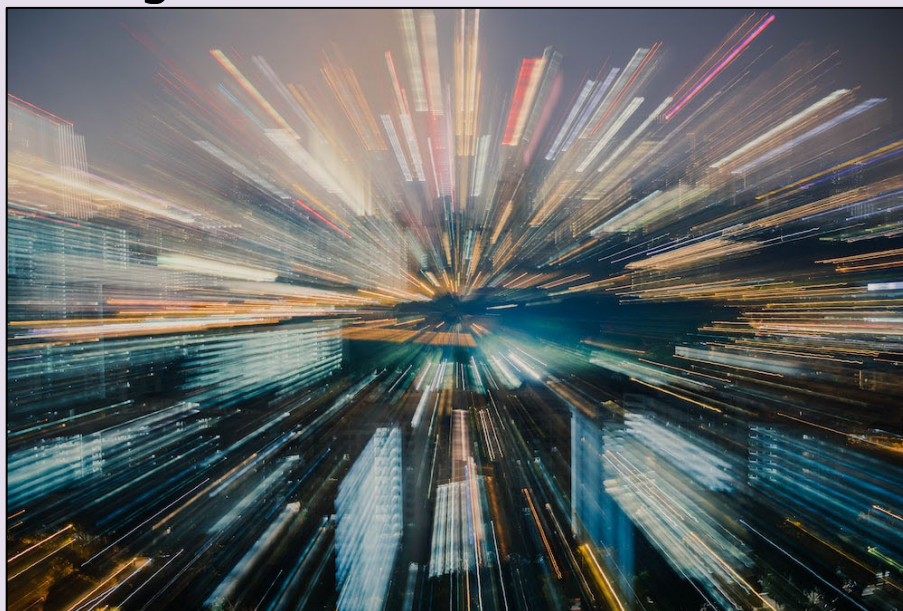


Image [via Unsplash](#)

**Thursday 11<sup>th</sup> January 2024, 9.00-16.00**  
 Portrait Room, Grove House, University of Roehampton  
 Email [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk) for joining details

<p><b>9.00 - 9:50</b></p>	<p><b>Stories through the V&amp;A's collections</b>                  David Houston, Team Leader – Schools and Colleges                  Victoria and Albert Museum                  Roehampton Graduate</p>	
<p><b>10.00 - 10:45</b></p>	<p><b>Story-telling workshop</b> Dr Alastair Daniel  <a href="https://www.akdaniel.co.uk/">https://www.akdaniel.co.uk/</a> ; <a href="https://www.storytent.co.uk/">https://www.storytent.co.uk/</a>                  Roehampton Graduate</p>	
<p><b>11.00 - 12:15</b>  <b>Workshop choices</b></p>	<p><b>D&amp;T: Built Environment: Young City Makers</b>                  Sarah Phillips                  Head of Education and Empowerment                  Open City</p>	<p><b>Physical Education: (TBC)</b></p>
<p>12:15 - 13.00 <b>Lunch</b> (bring your own)</p>		
<p><b>13.00 - 14:45</b></p>	<p><b>Drama and story</b>                  The Pied Piper - Professor Carrie Winstanley                  University of Roehampton</p>	<p><b>Art &amp; Design</b>                  Katie Leonard                  Head of Learning, Art UK                  Staffordshire University</p>
<p><b>15:00 - 15:45</b></p>	<p><b>Music and Storytelling</b>                  Thomas McCarthy - Irish Traveller Culture  <a href="https://www.thomasmccarthyfolk.com/what-i-do/">https://www.thomasmccarthyfolk.com/what-i-do/</a>                  Traditional Singer of the Year in the Gradam Ceoil Awards 2019.</p>	

NB. Exact session titles may be subject to amendment and change



## Neuroharmony: Learning through Life

We were pleased to host Neuroharmony, a charity which provides specialist advice and support to develop a deeper more personalised understanding of autism, ADHD and anxiety. They draw upon their personal and professional experiences and recognise that all children and young people thrive when they feel safely connected and understood. A number of Partnership schools and settings attended the training online, as did student teachers. We hosted the charity on site.



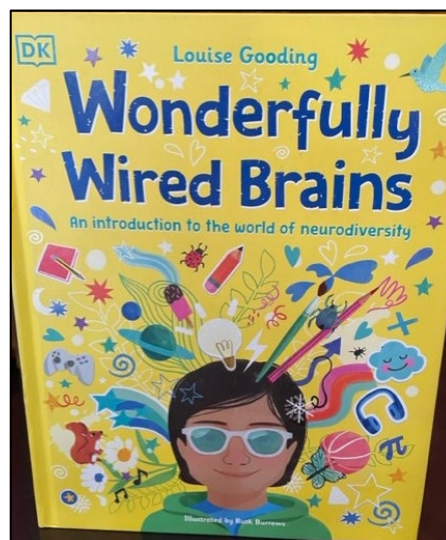
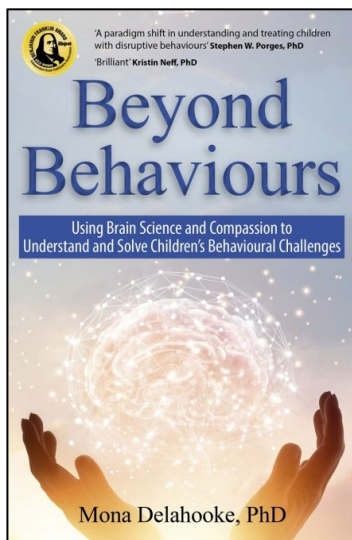
Our thanks to Helen Kopinska and Anne Marie for engaging with us and giving us so much to think about.

Polyvagal Theory provides an innovative scientific perspective to study feelings of safety that incorporates an understanding of neuroanatomy and neurophysiology ([Porges, 2022](#)).

*The vagus nerve is a communicator between body and brain and the Polyvagal Theory suggests that social connectedness is a core biological imperative for humans, since human survival is dependent on trusted others is wired into our genetics and is expressed throughout the lifespan starting from the moment of birth. ([Porges, 2022](#))*

We considered that pupils need to have teachers who have a curiosity about what unmet need(s) may be driving their behaviours. Responses we might see could be categorised as Freeze / Flight / Fight or Submit and you might recognise this.

Find out more:



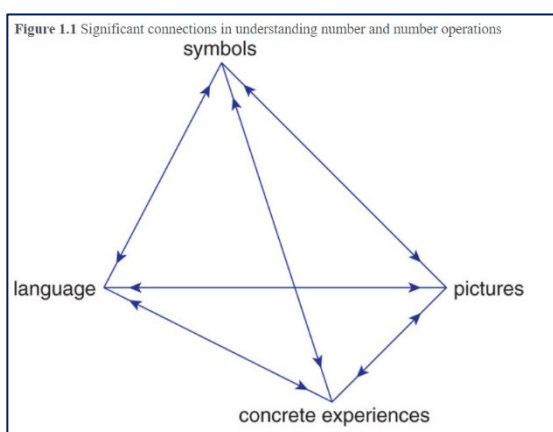
## BA1 observations of teaching and learning mathematics at Darell Nursery and Primary School: a focus on representations of number

It was a privilege to be able to support 100 undergraduate students in their journey towards becoming excellent teachers of Primary mathematics this half term. This was achieved through our partnership with Darell Nursery and Primary School in Richmond-Upon-Thames. The staff welcomed our cohort of Year 1 students, and facilitated 20 observations of mathematics over 4 mornings in 5 classes by 100 students and 4 university tutors. For some students, it was the first time back in a primary school setting since leaving primary school themselves. For others, it was an opportunity to widen their experience of mathematics by observing in a less familiar phase or year group. Students overwhelmingly found the experience



positive, useful, insightful and valued the opportunity.

The rationale behind the initiative was far-reaching. Firstly, for first year undergraduates to experience quality mathematics teaching and learning, so they could make meaning of the mathematics literature they are currently reading by making connections to practice. In other words, to go beyond observing *what* teachers *do*, to gain an insight into *how* they do it, but also make meaning of *why* teachers use the representations they do to expose the structure of the mathematics they are teaching. For all the students, an important benefit of observing inside the classroom, was to observe 'in real life' the mathematics pedagogy and representations about which they had been reading. As one student wrote, '*The observation was a really positive experience for me, I found it really helpful to watch concepts I learnt about in my reading being practiced in real life*'.



Above: A Model for understanding number work: making connections (Haylock and Cockburn, 2017, p.13)

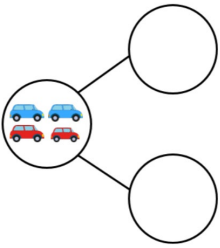
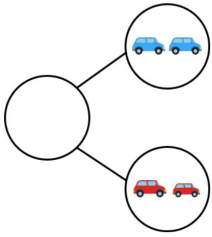
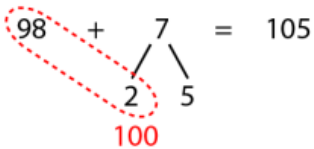
Our observation focus was the representations of number used by both teachers and children.

The students used the Connections Model (Haylock and Cockburn, 2017, p.13) to identify concrete experiences, pictorial representations, symbols and language used in the primary mathematics classroom, then analyse how these modes of representation are used in combination to build cognitive connections to develop understanding in number (Haylock and Manning, 2019). Theoretical links can be made here to Bruner's (1966) *modes of representation*, used to structure a domain of knowledge to allow a learner to master it (Bruner, 1966). As also suggested by Bruner (1966), the sense of purpose, or goal, of the observation was directed and regulated. The Connections Model (Haylock and Cockburn, 2017, p.13) provided the starting point, the

observation proforma maintained attention towards how the representations scaffolded teaching and learning, and the direction was specific: towards the outcome of a written reflection on current Module literature, to be synthesised with the observed practice of the application of representations of number.

The visit to school at this point in the academic year enabled wider connections by students in their first term as a trainee teacher: discussions about SEND provision, and inclusive and adaptive practices were held back at university during Understanding Professional Practice and Pedagogy seminars. For example, students observed the role of stem sentences in supporting children learning English as an Additional Language. Kathryn Hayward, Year 1 class teacher, finds that sentence stems remove barriers and allow children to talk confidently about number. Additionally, students gained an insight into primary school life, ahead of their Block School Experience in January 2024. Another student reflected, *'It was really useful to see a maths teacher in a classroom as a model'*. A valuable comment, as Head Teacher Joe Porter asked the staff to teach as they normally would, to ensure that what the students saw was an accurate representation of teaching in a primary school.

Teachers at Darell are rolling out NCETM planning, and currently use the Spines in year groups R – 4. Experienced reception teacher Corinne Thomas reflected that the use of the NCETM materials has given mathematics in reception a clear focus: *'The scheme is language and content specific and pitched at the correct level for the children's level of engagement and understanding. Any deviation is made in the moment to the children's response and usually only requires repetition of language'*. Mathematics lead Rachel Carter, who now having used the NCETM Spine Materials in more than one year group, sees benefit in consistency - knowing that children are familiar with the models, representations and language. For example, many of the student observers saw the use of a part-part-whole model, allowing further analysis of this model in different contexts in different year groups during post-lesson conversations held in school and in seminars.

		 $98 + 7 = 105$ $98 + 7 = 98 + 2 + 5$ $= 100 + 5$ $= 105$
<p>NCETM: Year 1, Number, addition and subtraction</p>	<p>NCETM: Year 3 Composition and calculation</p>	

Above: Examples of part-part-whole models in Year 1 and Year 3 (NCETM, 2017)

Should we do it again? School staff felt the experience was both valuable and enjoyable. Kathryn, Corinne and Rachel enjoyed being part of the project and feel it is important for our future teachers to observe good practice in schools. Ravi Shankar, Year 4 teacher, reported that many children didn't feel the observers made a difference to their learning, while others said that they were more focused because someone they didn't know was watching. Based on university student feedback such as: *'The visit to school to observe a mathematics lesson was an amazing addition to the course that gives great experience'*, we are working to embed this in the Year 1 mathematics module. All teachers agreed that they would like to be included in the post-lesson discussion to talk through the learning and answer students' questions – something to build in next time.

Future planning does not end with Year 1. University tutors are grateful to the teachers for sharing quality mathematics teaching and learning with Roehampton students. The positive feedback from all participants allows us to reflect on this experience when developing observation elements of an 'Intensive Training and Practice' (ITaP) in Scaffolding. Intensive Training and Practice is a new DfE initiative to be introduced from September 2024. ITaPs are designed to enable ITT students to make links between the theory and practice in a focused area, over a short period of time. The success of the project at Darell gives valuable insight in

how using a Partnership school for observations of teaching and learning in mathematics supports rapid growth in students' ability to make connections between theory and practice.

Amy Porter and Joanna Quinn

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

We continue to require placements for our BA and PGCE students in 2023/24 - particularly in KS1. Please find below information about placements for each of the cohorts. Your school should have already been emailed details of how to submit placement offers for next academic year - if you have not, please contact, who will send on our Placement Offers Pack.

### Placement Dates and Expectations of Student Teachers

Cohort	Placement Dates	Expectations of Student Teachers
<b>BA Year 1</b>	<b>6 weeks</b> <i>Monday 11th December - Friday 15th December 2023; Monday 8th January 2024 - Friday 9th February 2024</i>	<b>Support Teacher</b> 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.
<b>BA Year 3</b>	<b>11 weeks</b> <i>Monday 8th January - Thursday 28th March 2024</i>	<b>Lead Teacher</b> 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.
<b>PGCE BSE 2</b>	<b>14 weeks</b> <i>Initial visit days: 22nd &amp; 23rd February 2024. Main placement: Wednesday 6th March - Thursday 4th July 2024</i>	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.

For all placements, please note that our Student Teachers must be placed in classes that have 15 or more pupils.

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](mailto:primarypartnerships@roehampton.ac.uk). We look forward to working with you and continuing to grow our partnership with your school.



# Outdoor Education and Climate Change: Practical Tips for Primary School Teachers

By Carlos Izsak, Urbanwise.London

*Urbanwise.London is an educational charity which was established in 1983. They have a wealth of experience in engaging people in learning about their local environment and offer a range of different programmes to schools and adult groups. Urbanwise aims to promote active outdoor learning in the local environment, empower young people to take positive action on climate change and inspire people to discover their London. Find out more here: [www.urbanwise.london](http://www.urbanwise.london)*

Outdoor education and climate change are two of the most important topics in education today. Outdoor education provides children with the opportunity to learn about the natural world, develop their physical and social skills, and become more responsible citizens. Climate change is one of the most pressing challenges facing our planet, and it is important for children to learn about it at a young age so that they can become part of the solution.



## Outdoor education in the current 'climate'

### Getting the most out of getting out

Outdoor education can be a powerful tool for helping children to learn about climate change and develop a sense of connection to the natural world. However, it is important to be mindful of the challenges involved when planning outdoor outings, especially in light of concerns about the current climate crisis.

Here are some tips for teachers on how to get the most out of outdoor education while minimising any risks:

- Start small and local, gradually increase the complexity of your activities.
- Use your local environment. There are many opportunities to learn outdoors, even in urban areas, including parks, markets and even a high street.
- Be flexible and prepared to adjust your plans based on the weather and the needs of your students.
- Make it fun! Outdoor education should be enjoyable for both you and your students.
- Learn and repeat - share and discuss your experience with colleagues how you can improve the session.

Here are some examples of Urbanwise.London projects that involve an element of outdoor education:

- Children's Environmental Parliament: This project helps children to learn about democracy and a specific environmental topic. It culminates in a 'Parliament' event where children present their findings and receive acknowledgement for their work. Most projects include a practical outdoor element that helps children to connect with the natural world and take action in their school or community. E.g. visit to a nature space.

- Mudlarks project: This project focuses on plastic pollution. It engages KS2 primary children in learning about the topic in class and at their local waterways, meeting experts, and taking practical action using a scientific or artistic approach (or both!).

## Benefits of outdoor education for managing climate anxiety



Outdoor education can also be beneficial for children who are experiencing climate anxiety. Spending time in nature can help children to feel more connected to the world around them and to develop a sense of hope and resilience.

Here are some activities that teachers can use to help children to manage climate anxiety through outdoor education:

- Conduct nature walks and scavenger hunts. This can help children to focus on the beauty of the natural world and to appreciate the interconnectedness of all living things.
- Encourage children to plant trees and flowers. This can help children to feel like they are making a positive impact on the environment.
- Organise litter picks or clean-ups. These can help children to feel empowered to take action against climate change.
- Talk to children about their feelings about climate change and help them to develop coping mechanisms and focus on actions they can do to help.
- Engaging with sustainable arts and crafts can provide a creative outlet for children to express their emotions about climate change, fostering a sense of empowerment and hope.

## Conclusion

Outdoor education can be a powerful tool for helping children to learn about climate change, develop a sense of connection to the natural world, and manage climate anxiety. Have a go and create safe and meaningful outdoor learning experiences for your students!

### Working with partners

Urbanwise.London often works with partners to deliver our outdoor education programs. This can help us to reach more children and to provide them with a wider range of experiences. For example, we have partnered with the Thames Estuary Partnership and Thames 21 to deliver river foreshore sessions for children.



### Getting to know local area

Schools can also get to know their local area and identify opportunities for outdoor learning. Parks, museums, high streets, theatres, markets and cultural destinations are all great places to visit.

### Start small

If you are new to outdoor education, it is important to start slowly. Choose activities that are appropriate for the age and interests of your students and link well with the curriculum. Making sure you undertake a

recce to the site you are visiting and do a risk assessment for the journey and the activities is essential. It is also important to be prepared for the weather and to have a backup plan in case of unexpected events.

### Look for free opportunities

There are many free opportunities for outdoor learning available. For example, the Museum of London offers free workshops on climate change. The Wetland Centre also offers some free activities for children and Kew Gardens offers their own education programme.

We hope this article has been helpful. If you have any questions, please do not hesitate to get in touch ([learn@urbanwise.london](mailto:learn@urbanwise.london)).

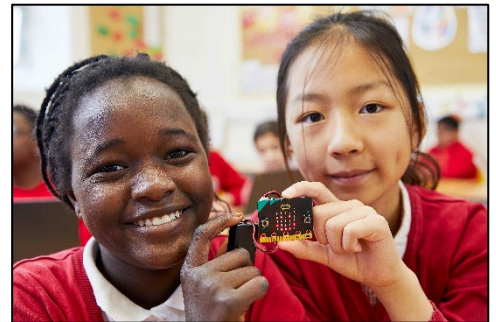
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## Last chance for UK primary schools to receive their free BBC micro:bit - the next gen classroom set

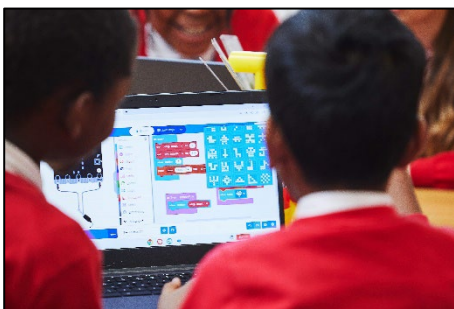
Primary schools have until 18 December to apply for their free set of [BBC micro:bits](#), a pocket-sized computer that allows children to get hands-on with coding and digital making. Every primary school is eligible for 30 BBC micro:bit devices.

The initiative was prompted by research undertaken by Nominet and the Micro:bit Educational Foundation. It showed that primary schools needed more support in teaching computing and digital skills.



Accompanying teaching resources have been developed by BBC Teach and the Micro:bit Educational Foundation. These cover computational thinking, programming, digital creativity and machine learning. They include fun activities such as creating a name badge and step counter as well as recreating the popular game: rock, paper, scissors.

Schools have started to receive their micro:bits and distribution will continue until the end of February. To ensure primary school teachers gain the experience and confidence they need to teach using the BBC micro:bit, free teacher training is available both online and in-person.



Helen Foulkes, Head of BBC Education, says: "In an ever-evolving digital age, BBC Education remains committed to inspiring the digital makers, inventors and pioneers of tomorrow. The BBC micro:bit – the next gen initiative is all about ensuring that every primary school student is given the tools to imagine and innovate with technology."

Sign up by 18 December to get your free classroom set of BBC micro:bits. Visit [www.bbc.co.uk/teach/microbit](http://www.bbc.co.uk/teach/microbit)

## Field-learning with schools in primary geography

Supported by the South-East Rivers Trust <https://www.southeastrivertrust.org/education/>

Primary geography specialist teachers on the Undergraduate programme once again worked with experts from the South East Rivers' Trust (SERT) alongside local children. SERT planned and hosted a fantastic afternoon of learning outdoors with pupils from Sacred Heart Primary School, Roehampton. Our thanks to them and the SERT for working with us on this visit.

Get in touch with us, or them, if you want to know more ([info@southeastrivertrust.org](mailto:info@southeastrivertrust.org))

### How this supports our curriculum

Experiencing fieldtrips is a vital part of our subject specific guidance for student teachers in school and we aspire that student teachers see and experience fieldtrips wherever possible on their placements. The taught course reinforces this as well. **As Ofsted argue this is vital but is often weak in Key Stage 2:**

*"Fieldwork is vital to geographical practice... That's not to say that pupils did not visit different places, but, when they did, they did not make the observations or collect data that they could analyse and present their findings. Fieldwork was much stronger in the early years and key stage 1."* ([Ofsted, 2021](#))

The pupils very quickly on this fieldtrip started to gather experiences and materials from the site to full immerse themselves in the landscape. Further to this, in the recent Geography Subject Report (2023) titled 'Getting Our Bearings', Ofsted further suggest that place knowledge is also an area for schools to develop:

The subject of 'Place' was often poorly planned in the curriculum. Many schools tried to cover too many places, using each one to typify just one issue or phenomenon. At times, the resources used gave an outdated and inaccurate representation of places. This led to pupils learning 'single stories' about each place. Other schools reduced places to disconnected lists of facts. Few schools

Source: [Ofsted \(2023\)](#)

A fieldtrip allows pupils to experience locations and deepen their 'sense of place'. A river becomes so much more when you can see it, experience it, and learn about what lives there and where the water goes from and to.

*Why is it called that? What problems does it encounter? How is it different from season to season?*

These are all questions that could be asked and answered in situ with appropriate activities and explanations. The power of narrating and bring the landscape to life really came through from Robyn and Jonathan from the SERT's expertise.





Fieldwork was underdeveloped in almost all schools, as the curriculum did not consider how pupils would make progress in their ability to carry out fieldwork over time. Although COVID-19 had an impact on the number of field trips and visits taking place, fieldwork had rarely been a strong feature of the curriculum before the pandemic. Leaders had not considered how fieldwork should be taught or how pupils would learn more about how geographers carry out their work.

Source: [Ofsted \(2023\)](#)

The problem of 'how geographers carry out their work' can be solved by partnering with an organisation like SERT as the process of re-engineering a river can be explained.

*How does this 'natural' physical feature work? Is there anything natural about this in an urban area? Why is there so much heavy machinery, planning, consultation and money and involved in managing rivers? How can flooding, pollution and wildlife conservation be considered? How can watercourses be brought 'back to life'?*

You may have read last year how these two photos of Beverly Brook show very contrasting views.



**a) Beverly Brook looking North towards Robin Hood Gate, November 2022**

*Look closely - can you see any difference? Can you see the **straight channel** which is **eroding** due to human and animal action on the banks. Can you see the fast-flowing channel? There is little vegetation slowing the brook and few birds, as there's little to stop for.*

**b) Beverly Brook looking South towards Roehampton Gate, November 2022**

This is the scene seven years on with a restored stretch on the other side other the same bridge. It took money, time, energy and effort to do, and the SERT are rightly proud of the difference it has made. The student teachers were amazed at the difference in biodiversity this made and the way the river meandered and flowed in a more 'natural' state with its many associated benefits such as bird-life, fish and even flood risks.

By Anthony Barlow, Principal Teaching Fellow, Learning & Teaching - EY and Primary Geography ITE



## The future of Computing. Be part of the conversation: ICT for Education Seminars at UoR

“AI, engagement, & the future  
of Computing.”

Tuesday, 28<sup>th</sup> November 2023

Register here for this event

“Computer Science for all: Making  
the computing curriculum work.”

Tuesday, 16<sup>th</sup> January 2024

Register here for this event



**ICT for Education seminars are free to attend for Computing teachers and school leaders at primary, secondary and FE level.**

ICT for Education seminars foster cooperation and coordination among Computer science teachers and develop a community with a common goal, focus, and direction on the provision of a computer science education that is inclusive and fit for purpose. Expert speakers address the issues and challenges facing the teaching of Computing / Computer Science in UK schools.

Join dedicated colleagues and peers at an ICT for Education seminar and be part of a community committed to raising the standards of computer literacy and waking learners up to the opportunities afforded by computer science. **You are not alone!**

*“The ICT for Education events have been a highlight of my calendar for a number of years now, as these have provided a brilliant opportunity to engage with teachers and the ed tech industry.”*

Prof. Miles Berry | Professor of Computing Education  
University of Roehampton

**Register to attend at: [www.ictforeducation.co.uk](http://www.ictforeducation.co.uk)**

## Free CPD for teachers to embed climate change and sustainability in their teaching

[UCL's Centre for Climate Change and Sustainability Education](#) have recently launched [Teaching for Sustainable Futures](#), a free online professional development programme for teachers.

The aim of the programme is to **help teachers across all subjects and age phases to embed issues of climate change and sustainability** into their teaching practice. Currently we offer subject-specific modules for history and geography.

More are coming soon, including mathematics and English – sign up below to be notified when more subjects become available.

Key features include:

- Free for all teachers, accessible online at any time.
- Tailored to individual subjects and to primary and secondary age phases.
- Research-informed.
- Quality assured by UCL.

**We have also created a 35-minute film for anyone working in a school, *Looking to the future: an introduction to climate change and sustainability in schools*. This film is ideal for school training events.**

To access the film and the modules for history and geography, click [here](#). You will automatically be notified when further subject modules are released.

For an introduction to the programme, you are warmly invited to attend an online taster session on **5 December, 4.15-5.30pm**.

The first 20 minutes will introduce the programme and explain how you can use our introductory film in training events.

There will then be three optional breakout sessions: primary (history and geography); secondary history and secondary geography.

**Please register for the event [here](#).**



## Ordnance Survey

Ordnance Survey is looking to hear from geography teachers across Great Britain to understand what training is in place to support their work and gather ideas about else could be done to assist their teaching in the classroom.



For many years Ordnance Survey has delivered support for education to encourage the awareness and use of high-quality geospatial data in the education sector and since 2020 this has been through an Education Plan, funded through the UK Government's Geospatial Commission (GC).

We are keen to gather evidence about how this has so far supported the work of teachers and consider what more we could be doing in this area. This will help ensure that we continue to provide appropriate support.

If you haven't engaged directly with Ordnance Survey, we would still like to understand what other training tools geography teachers are accessing and what barriers may be in place when using Geographic Information Systems (GIS).

Please find below a link to the survey. We estimate that it should take no more than 15mins of your time. Would also be grateful if you could pass this onto fellow geography teachers.

**The survey is open to all geography teachers, irrespective of whether they have engaged with Ordnance Survey in the past, and is open until Friday 8th December.**

[SURVEY LINK](#)

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## 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](mailto:baprimary@roehampton.ac.uk) and [pgprimary@roehampton.ac.uk](mailto:pgprimary@roehampton.ac.uk), and we will share these with our current students and graduates from last academic year.







## BERA Blog Special Issue ‘What are we educating for?’

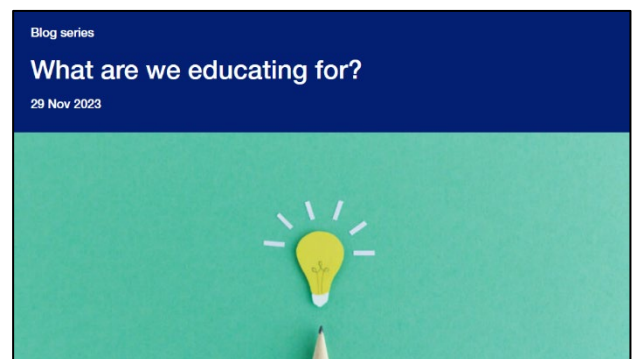
<https://www.bera.ac.uk/blog-series/what-are-we-educating-for>

The special issue is based on a [seminar series](#) that was supported by the British Educational Research Association, the Economic and Social Research Council, Lancaster University and the Society for Research into Higher Education. The seminar series brought together policy makers, educational practitioners and researchers to discuss what we are educating for across the English educational system.

The blog special issue includes:

- An [editorial](#), by Paul Ashwin and Charles Clarke, introduces to the special issue;
- In the [first blog post](#), Paul Ashwin discusses how educational researchers might engage in the policymaking process in difficult times;
- In the [second blog post](#), Jo-Anne Baird considers whose views are prioritised in educational policy making;
- In the [third blog post](#), Naomi Eisenstadt examines the tension between childcare and education in early years education;
- In the [fourth blog post](#), Jo Warin argues for an ethic of mutual care in early years education;
- In the [fifth blog post](#), Gorana Henry considers what we could be educating for in primary education;
- In the [sixth blog post](#), Marlon Moncrieffe considers who should determine what we are educating for in primary education;
- In the [seventh blog post](#), Charles Clarke examines the political priorities for post-14 secondary education;
- In the [eighth blog post](#), Nicole Walshe examines how secondary education can help young people to develop agency and hope in the face of the climate emergency.
- In the [ninth blog post](#), Ann-Marie Bathmaker examines further education for extraordinary people;
- In the [tenth blog post](#), Martin Doel considers what vocational education is for;
- In the [eleventh blog post](#), Nicola Dandridge argues that higher education is both for the benefit of students and the public good;
- In the [twelfth blog post](#), Peter Scott examines the tension between transactional and educative Higher Education.

As we say in our editorial, the intention of the blog series is to open-up debates about what we are educating for across the educational system in England and beyond. We hope you find it useful in thinking about such debates and will share it with anyone you think might be interested.



## And finally... The Best of the Friday Briefing

Every Friday, student teachers and Roehampton Mentors receive the 'Primary Education Friday Briefing'. This is a news, views and opportunities digest with additional CPD opportunities for all. Graduates receive this email on a termly basis. We will be sharing the best of these links in future newsletters and encourage your ideas for what we might include. Here are some of the most interesting school and subject-related links from the past few weeks.

*If you have anything you'd like to share, some research you have seen, or a perspective we may have missed, do get in touch:*

[anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**PRIMARY  
EDUCATION  
FRIDAY  
BRIEFING**

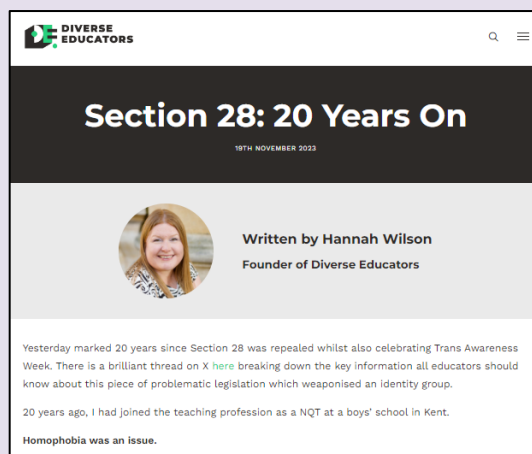
**Resourceful  
Resilient  
Reflective  
Respectful**



**RSPB – Know anyone aged 16-24? They can get their nature hit for free.**

Starting from November 6, RSPB nature reserves will be theirs to explore without spending a penny - here's all you need to know:

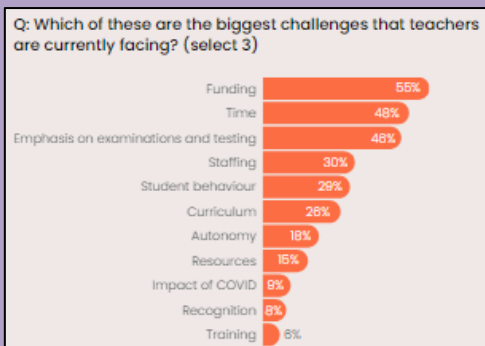
<https://www.rspb.org.uk/whats-happening/news/free-youth-access>



<https://www.diverseeducators.co.uk/section-28-20-years-on/>

*"Yesterday marked 20 years since Section 28 was repealed whilst also celebrating Trans Awareness Week. There is a brilliant thread on X [here](#) breaking down the key information all educators should know about this piece of problematic legislation which weaponised an identity group.*

*20 years ago, I had joined the teaching profession as a NQT at a boys' school in Kent. Homophobia was an issue. I cannot remember having any training on my PGCE or in my NQT year about prejudice-based behaviour. I cannot remember Section 28 being mentioned in either training programmes either."*



<https://www.rebootthefuture.org/articles/rebooting-education-2023>



<https://education.theiet.org/campaigns/santa-loves-stem/>

**NSPCC: Podcast: anti-bullying in schools**

Our anti-bullying in schools podcast episode talks about schools and how anti-bullying procedures can be put into practice. There are also discussions of good practice in schools, and how an anti-bullying ethos should take a whole-school approach.

<https://learning.nspcc.org.uk/news/2019/may/podcast-anti-bullying-in-schools>



**Professor Jonathan Slater**

Jonathan is a professor at The Policy Institute in King's College London. He was the Permanent Secretary for the Department for Education from May 2016 to August 2020, and Head of the Civil Service Policy Profession.

*“If you become the Secretary of State for education (for example), you typically don't know anything about education other than your own experience, and suddenly you're responsible for, well, everyone's education. The only way for such a system to work is if the civil servants working for you have got a lot of expertise in the subject. As a new minister you can triangulate this official advice with the conversations with the public in your constituency surgery, for example.”*

<https://publicpolicydesign.blog.gov.uk/2023/11/16/putting-design-front-and-centre/>

**The International Froebel Society**

Free book launch webinar

8 December 2023 - 1pm-2pm (UK time).

All welcome.

[https://mercy.zoom.us/webinar/register/WN\\_q2FyavuFTIW3ZwzJZwUGCg#/registration](https://mercy.zoom.us/webinar/register/WN_q2FyavuFTIW3ZwzJZwUGCg#/registration)



**Newsletter:** <https://se-ed.org.uk/seeds-choice-read-do-see-and-learn-november-2023/>

## Free resources to build your number confidence

Get stuck in to the free resources on this page for adults and children.

- Feel calm when faced with numbers
- Real-life stories plus videos from our agony aunts
- Manage your money with confidence
- Support your children with our free activity pack

<https://www.nationalnumeracy.org.uk/numberconfidenceweek/resources-individuals#wellness>

### Free course: Enabling Youth Social Action

A 15-month interactive training programme open to all England-based teachers who actively work with young people aged 10-18.

#### Course Summary

Enabling Youth Social action will train you in how to enable Youth Social Action through project based learning at your school. The course is split into two phases, theory and practice, and straddles two academic years. We will meet ten times for monthly online learning sessions of no more than 60 minutes. From February to June 2024, you will master the theory of Youth Social Action and the Dirt Is Good approach. After the summer break, you will apply what you've learned as we enter the practice phase of the course. You will complete the course in June 2025:

<https://www.transform-our-world.org/educator-programmes/enabling-youth-social-action>



**The Big Ambition** survey is open to children and young people across England, and parents and carers can fill out the survey on behalf of children. I want to know what children enjoy about their schools, communities, family life, and the wider world. I also want to find out what young people would like policymakers and Government to focus on to help them achieve their future hopes and ambitions:

<https://mailchi.mp/26819230b903/news-from-the-childrens-commissioner-for-england-17071496?e=61e530f5d8>

### FREE SHORT COURSES ON RE AND WORLDVIEWS

*What is a Religion and Worldviews approach?* Maybe you have heard the phrase and are unsure what it means. Perhaps you have not heard the phrase at all. This course provides an introduction to what is happening in Religious Education right now, covering the most recent report into the subject and the thinking behind a new approach to teaching and learning in the subject: <https://courses.cstg.org.uk/>

**What sorts of people have faith?** *Case studies to share* <https://www.cstg.org.uk/campaigns/promotional-film-collection/> and hear more in a podcast from the CEO [here](#)





Young V&A

## School Visits for Japan: Myths to Manga

Take your class on an exciting and atmospheric trip through Japan – and explore how landscape and folklore have influenced Japanese art, technology and design

From manga-making to Taiko drumming, hands-on activities sit alongside exceptional objects and artwork from the 15th century to today, drawn from the V&A's world-class collection and international loans. The exhibition brings together over 150 historical and contemporary objects

<https://www.vam.ac.uk/event/Xrij7qwA/school-visits-for-japan-myths-to-manga>

**5 tips for overcoming maths anxiety**

However you feel about maths, you are not alone. Many of us struggle with using numbers. Here are our top tips to help you overcome maths anxiety.

**Tip 1**  
**Talk about your feelings about maths**  
Being able to talk about it can help relieve anxiety. Often we will learn that those feelings are understandable and lots of people experience them too.

**Tip 2**  
**Challenge your own beliefs**  
Are the ways you are thinking about maths being fair on yourself? People often say they can't do maths, but we all use maths on a daily basis.

**Tip 3**  
**Try not to compare yourself to others**  
Instead of focusing on where you are compared to others, focus on

**5 tips for overcoming maths anxiety**

<https://www.nationalnumeracy.org.uk/numberconfidenceweek/maths-anxiety-top-tips>

### Unleash Your Potential: Global Citizenship

Get an introduction to what it means to be a global citizen and the opportunities it creates.

<https://www.futurelearn.com/courses/global-citizenship>

Education Endowment Foundation

Support for education professionals > Evidence for the early years > Early Years Evidence Store

### Early Years Evidence Store

Support to help you put evidence-informed approaches into practice.

Developed to support the DfE's Stronger Practice Hubs programme, the Evidence Store has been designed to support Stronger Practice Hubs work with early years providers, but it can be used by everyone working in the early years.

<https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store>

### Key Stage 2, Year 3 Science

Welcome to the Geologists' Association Schoolrocks! box scheme



#### What do we do?

Our Schoolrocks! boxes, lesson plans and activities are carefully designed to meet the specific requirements of the Rocks and Soils section of the National Curriculum Year 3 Science.

#### What is in a Schoolrocks! box?

Each box contains child hand-sized specimens of igneous, sedimentary and metamorphic rocks. There are also fossils, hand lenses, a UBS stick with lesson plans and activities and some small fossils which can be given to the children. In fact, everything you need to teach the Rocks and Soils section of the National Curriculum Year 3 Science.

<https://geologistsassociation.org.uk/schoolrocks/>



ET magazine aspires to stimulate conversations within the education community and with those concerned about climate issues. We highlight the needs of learners, the role of teachers, and the culture of schools to explore the potential of **an education-driven agenda responding to the climate crisis.**

**They** propose that conversations about a teacher entitlement approach is key to the change needed. This would complement, and be stimulated by, other climate change responses but be rooted in the educational function of schools meeting the needs of learners. Read more [here](#). Feedback welcome [here \(link to feedback form\)](#)

## EEF

Three new evidence reviews looking at strategies to support teacher recruitment and retention, as part of our flagship research theme for 2023.

The reviews focus on:

- [Flexible working](#)
- [Workload approaches](#)
- [Leadership approaches](#)

Teachers in schools with several strategies for cracking down on workload are more likely to be happy in their role, new research into recruitment and retention strategies shows. The Education Endowment Foundation has published three reports today covering teacher [workload](#), [flexible working](#) and school [leadership](#).

### Managing workload leads to happier staff...

Providing time for planning, preparation and assessment (PPA) was the most commonly reported strategy (97 per cent). This was followed by access to existing schemes of work and associated lesson plans that can be adapted by teaching staff (91 per cent).

Teachers from schools with more strategies were more likely to say they had a manageable workload and were satisfied in their job.

**If you would like to receive the Friday Briefing on a weekly basis, do email Anthony: [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)**

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## Our Primary Subject Leads



**Subject:** Geography

**Subject Lead Name:** Anthony Barlow

**Email:** [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**Telephone:** 0208 392 3386

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

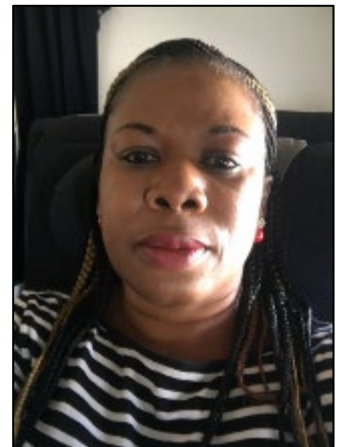
**Subject:** Computing

**Subject Lead Name:** Lynda Chinaka

**Email:** [Lynda.chinaka@roehampton.ac.uk](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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:** Sarah Robinson

**Email:** [sarah.robinson@roehampton.ac.uk](mailto:sarah.robinson@roehampton.ac.uk)

**Telephone:** 0208 392 3398

**Key subject/research interests:** Physical literacy; creativity in PE; Physical Education and the development of the whole child; active learning for the classroom; and the value of teaching through a variety of activities. Outside of primary education I am also an athletics coach.

**Subject:** Science

**Subject Lead Name:** Dr Nicola Treby

**Email:** [nicola.treby@roehampton.ac.uk](mailto: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](mailto: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](mailto:primarypartnerships@roehampton.ac.uk)

**Head of Primary Initial Teacher Education:** Sarah Leonard

email: [sarah.leonard@roehampton.ac.uk](mailto:sarah.leonard@roehampton.ac.uk)

**Head of Partnerships / Mentor Training Lead:** Natalie Rankin

email: [natalie.rankin@roehampton.ac.uk](mailto:natalie.rankin@roehampton.ac.uk)

**BA (Undergraduate) Programme Convener Primary Education:** Anthony Barlow

email: [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**PGCE (Postgraduate) Programme Convener Primary Education:** Steph Laird

email: [s.laird@roehampton.ac.uk](mailto:s.laird@roehampton.ac.uk)