

**Primary Schools Partnership  
February Newsletter**



20  
26

## A message from our Deputy Dean,

Dear colleagues,

Wishing you all well for the new half term.

In 2022 the National Institute of Teaching (Not) produced a [conceptual review of mentoring and coaching trainee and early career teaching](#). They identified 4 active ingredients in effective mentoring and coaching that support positive outcomes. These are:

1. A sustained, productive mentor-mentee relationship
2. Establishing mentees' goals, so as to provide a key focus for the mentoring relationship
3. Facilitation of mentees' learning
4. Provision of emotional and psychosocial support

All 4 are identified as key to success.

Our outcomes in terms of obtaining equitable outcomes for Black and Asian students are not where they should be. They are close but there is a persistent gap. This is a representative of the sector. Our students are supported by dedicated and caring mentors in excellent schools but it is also important to acknowledge Critical Race Theory that states that structural societal impediments exist for Black and Asian students, in achieving the same outcomes as their white counterparts. It is important to be aware of whether these unconscious biases exist in teacher training and to ask ourselves frank questions. A 2016 [survey](#) by teachers' union NASUWT found that 31% of Black and ethnic minority teachers had experienced discrimination in their workplace. If we are going to have a more diverse teaching workforce that represents the children in the class then we need to ensure that students are welcomed, included and that unconscious biases and discriminations are dealt with. This will help students have the active ingredients that NIOT refers to and be successful. Provision of emotional and psychological support can only happen in inclusive environments that avoid microaggressions.

To develop our work on inclusion, all our lead mentors will be undertaking unconscious bias training. Many of the have had this before but it will be regularly refreshed. We will also be doing workshop training with our Lead Mentors to discuss best practice on placements so we can keep updating mentor training and discussions with partner schools. Additionally, we are surveying students to better understand their experiences of discrimination on placement. We do this to support work with our partner schools to provide opportunities for more students to qualify and have positive experiences that we can all celebrate.

Best Wishes,

**Matt Sossick**

*Deputy Dean and Head of Initial Teacher Education (email: [matthew.sossick@roehampton.ac.uk](mailto:matthew.sossick@roehampton.ac.uk)).*

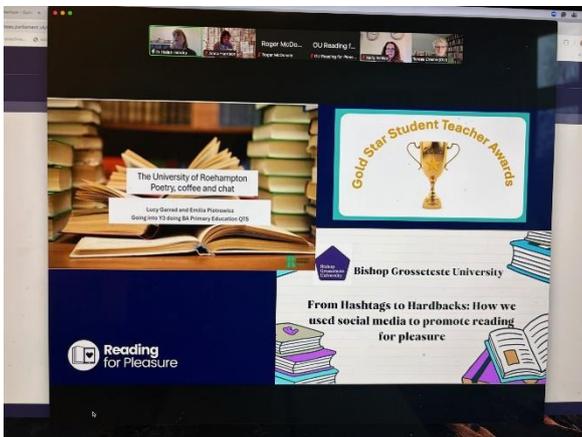
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## In this issue



We begin with a literacy focus, with suggestions for the National Year of Reading, A Moomin Storysack from one of our Education Studies students, and information about the Barnes Children's Literature Festival in June. We hear more about GeogLive, with all episodes available on YouTube. Emerick shares how you can make P.E. central to your curriculum. Teachers can now access our library's School Experience Collection for free. We also share some resources and reminders that might be useful too.

## National Year of Reading 2026 – Anna Harrison



Three ideas to promote reading for pleasure:

1. You may like to go for a **RfP Quality Mark** (see link for details)  
<https://ukla.org/reading-for-pleasure/reading-for-pleasure-quality-mark/>
2. You may like to watch the **House of Commons public hearing on RfP** (see link)  
[https://www.youtube.com/watch?v=N\\_QXuuRbrT8](https://www.youtube.com/watch?v=N_QXuuRbrT8)

3. You may be interested that two of our students led a poetry club last year and their example of practice won the Gold Star Student Award (see photos below).

Thank you to **Lucy Garrad** for leading this and to **Emilia Piotrowicz**.

## Barnes Children's Literature Festival

It is that time of year when plans are being consolidated for the Children's Literature Festival and it happens right here on our doorstep. This festival has now been running for 12 years and has grown exponentially from just a weekend festival to one that now offers sessions for London Primary schools as well as the general public.

There are two parallel programmes, the outreach programme for schools. This is where children's authors such as Michael Rosen and Julia Donaldson will discuss and read passages from their books at venues around London. These sessions are huge with many schools booking and bringing their classes to venues such as the Lyric theatre in Hammersmith. These venues are often full within days and are free. The numbers of schools and children enjoying these sessions is in the thousands. The weekend sessions which are hosted on the green and other venues in Barnes are open to the public and takes place over one weekend June. There is a small charge for each event. This is the biggest festival in the country. Planning takes place for this as soon as the last session in June is over. This event was initiated by Amanda and Richard. Amanda organises the authors and events and Richard coordinates the volunteers. At its heart are the volunteers of which there is a large cohort. There are no paid positions.

Roehampton University offers financial sponsorship as do many other committed organisations who believe in the power of reading.

<https://www.barneskidslitfest.org/whats-on-2026/>

Jo Dallal  
Senior Fellow- Advanced H.E.  
School of Education

## Exploring Creativity: Story Sack by Andrea Rydningen (Education Studies, Year 2)



*Moomin and the Moonlight Adventure* by Jansson, T. (2011).

### Developmental and Inclusive Rationale

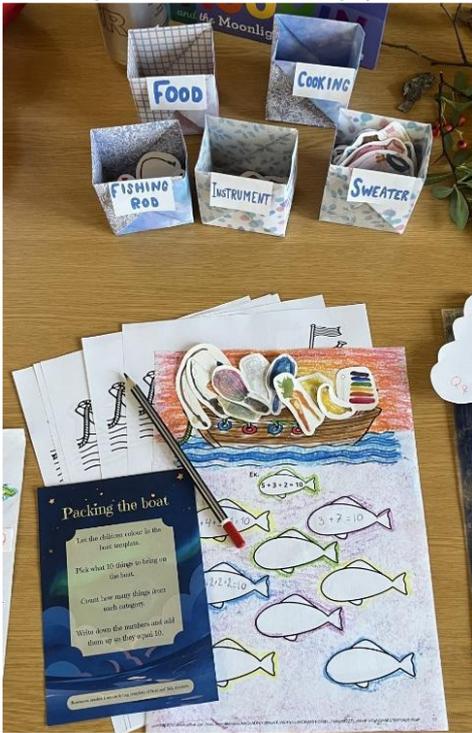
I was firstly drawn to this book as its characters and stories feel like home to me. Then after looking at the story more closely, I saw the amount of representation. There is not the usual representation of race or different family dynamics, instead we see so many different characters who all have their own opinions and personalities. They all get room in the family. Snorkmaiden with her dresses and Little My who is picking berries and being crass. They are all treated as complete equals. I think children of all ages could benefit from

seeing the quiet, the crass, the happy, etc. get along.

Items and Activities in the story sack

### **Packing the boat:**

In this activity the children will colour in the boat template before they pick out some things to pack in their boat. Of the 10 things they can choose however many of each item. They will then write down the equation in a fish. This directly links to the national curriculum as it says that in year one the students should be able to “read and write numbers from 1 to 20 in numerals and



words” (Department for Education, 2021). The students should also be taught “to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination” (Department for Education, 2013). Through colouring and exploring the different ways to fill the rest of the paper they are sharing a piece of their imagination.

### **Building a bark boat:**

This activity is based around the outdoors and foraging for different naturally found resources. In this specific activity it is bark, sticks and leaves. When you stick the stick through the bark it resembles a sailboat, with a leaf as a sail. This will provide a hands-on experience with wood, nature and water. The National Curriculum states



that “Most of the learning about science should be done through the use of first-hand practical experiences, (...)”, and that 1-year students should be able to “identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock” (Department for Education, 2015).

### **What words do we see?**



In this activity the students will look for images and sound out the first letter of the word they have found. After they have found the first letter, they write it down on a piece of paper. The national curriculum of English states that students should learn all letters of the alphabet. They should also be able to form the upper and lower case letters (Department for education, 2014).

### **Bibliography**

Department For Education (2014). *National curriculum in England: English programmes of study*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>.

Department for Education (2021). *National Curriculum in England: Mathematics Programmes of Study*. [online] Gov.uk. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study/national-curriculum-in-england->

mathematics-programmes-of-study [Accessed 8 Dec. 2025]. Department for Education (2015). *National Curriculum in England: Science Programmes of Study*. [online] gov.uk. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study> [Accessed 8 Dec. 2025].

Department for Education (2013). *National curriculum in England: art and design programmes of study*. [online] GOV.UK. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study> [Accessed 8 Dec. 2025].

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## TEACHING IN A HOSPITAL SCHOOL. From The Link 1950, pp.17-18.

Thank you to Kornelia Cepok, our archivist for finding this really interesting article about hospital education, from the Link Newsletter in 1950!

Many children's hospitals now have schools attached, particularly the Orthopaedic Hospitals where the patients are in bed for long periods. The Royal National Orthopaedic Hospital School, Stanmore, was begun in 1920 with only two teachers in a wooden hut. It now has fourteen teachers and about two hundred children. Most of the children are in bed many in awkward positions, lying flat on their backs, on their tummies, or with their legs on pulleys. Some are partly paralysed and a few cannot easily move their arms, but they somehow manage to write if the pencil and paper is put into their hands and can even sew with a large needle through punched holes, often with the help of their teeth. In this way they can make felt coal-gloves, kettle-holders or cardboard mats, and so are able to make their own Christmas presents, which gives them great delight. The ingenious teacher is constantly trying to think of something new to give these children. We are always grateful for fresh ideas.

The wards are arranged mainly according to disease, boys and girls separate, so there is often an age range from a few months to eighteen years. Education is available for children between two and nineteen years of age. The "under fives" play with toys and sense-training apparatus, while the "fives and over" do more formal work. We concentrate mainly on the three R's for the younger children. Our chief aim is to teach them to read, and we find they often learn quite quickly as we are able to give them individual attention and use the method most suitable for the pupil in question. We also try to bring outside experiences into the ward by introducing nature specimens, pictures, films and wireless talks. Last year a Harvest Festival and Carol Service were held in the ward, and now a Chaplain from Stanmore visits once a week.

The older children learn ordinary school subjects, and we find some of the school broadcasts very helpful. On a few occasions a child has taken a Scholarship or School Certificate examination in bed. Some of the "over fifteens," who have really left school, take the opportunity of learning shorthand, typing and business arithmetic and so fit themselves for a career. The boys do leatherwork, carpentry and plastics, even when they are in bed. The girls do embroidery, weaving and dress-making on a hand sewing machine, and so will be useful in many ways when they go home, even if they cannot walk. One of the less encouraging aspects of our work is that some children who are doing well in school are sent home in plaster for several months, and when they return to us they have forgotten almost everything we have taught them. It is hoped that there will soon be enough peripatetic teachers to visit these children in their homes.

There are many distractions in the ward in the form of doctors' rounds, treatment, bathing, floor polishing, etc., which make concentration difficult and oral work sometimes impossible. The teacher has to be very adaptable and able to change her plans at a moment's notice. We find the children wonderfully cheerful and patient, and feel our job is a very worthwhile one.

Previous experience in ordinary schools is essential in order to know the standard required of each age group. Many hospital children are backward owing to being for long periods at home without tuition and living in such a limited environment. I have never regretted taking up this kind of teaching but find it very interesting and satisfying.

L. M. EVANS.

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## Bringing the coast closer to your classroom? Anthony Barlow



In the latest GeogLive! webinar, Roehampton geography tutor, Anthony Barlow and Geographical Association colleagues explored the potential of teaching about coasts. The rich opportunities for curriculum making and geographical enquiry can stretch to all schools, no matter how far your school is from the sea. *Maybe you should rethink what 'counts' as coastline?*



Coastal processes begin far inland, often at the high-tide line, even along local rivers to use such as the Wandle and Beverley Brook as well as further afield tributaries from the list below. In London, for example, this means Teddington, not 'out East' in Essex. Estuaries and mudflats weave through many localities in the city, affecting the sorts of habitats you might find there. What's your local river like? The tide carries animals and much more upstream – think dolphins, seahorses and eels!

<b>River Crane</b> – joins the Thames at Isleworth	<b>River Brent</b> – joins the Thames at Brentford
<b>River Lea (Lee)</b> – joins the Thames at Leamouth, East London	<b>River Ravensbourne</b> – joins the Thames at Deptford
<b>Tributaries of the Thames that might have tidal processes and be part of ‘coastal’ high-tide processes</b>	

Look at the Thames in Fulham, Battersea or Central London at low tide (see picture below), the Thames reveals temporary pebble and sand ‘beaches’, with houseboats resting on exposed riverbeds before rising again with the incoming tide.

This matters because these rivers, and the Thames itself is affected by processes such as the following.

**The backwater effect and tidal reversal** where high tides cause the higher water level to slow or reverse. **Raised water levels upstream** and **increased flood risk**. High tides and heavy rainfall can prevent tributaries from discharging, causing local flooding. **Sediment deposition** can occur as reduced speed at high tide encourages silt to settle.

The GeogLive! webinar linked to Roehampton’s placement *Subject Specific Guidance*, as it focused on real-world pedagogy, locally, seen through visits as well as virtual fieldwork.

<b>Subject specific pedagogy</b>
Learning through <b>real-world</b> , engaging and purposeful case studies and contexts, <b>rooted in the school context</b> where appropriate. Teachers make <b>links to their own</b> and children’s <b>personal geographies</b> .
Fieldwork: opportunities for learning beyond the classroom, e.g., school grounds, <b>locally</b> , through visits <b>and virtually</b> through e.g., DigiMaps, Google etc.
Spatial cognition and graphicacy: <b>developing pupils’ local, regional, national, European/global locations</b> through maps, photographs, plans and globes <b>at a range of scales</b> .

**An extract from the BSE Handbook *Subject Specific Guidance* for KS1 and 2.**

**From Beach School to a ‘Cabinet of Curiosities’**  
Headteacher Phil Maudsley demonstrated what coastal learning looks like when the sea is just five minutes from school. At Coatham CE

Primary, the beach doubles as both a field site and an open-air classroom. Pupils investigate landforms, sketch in the field, explore tides and sediment, and recreate river courses in the sand.

Their local shoreline also becomes a creative space for history, art and music: motte-and-bailey siege tactics, Roman shields, Turner-inspired seascapes, Barbara Hepworth-style sculptures using found materials, and compositions shaped by composer, Benjamin Britten’s Sea Interludes.

The school’s ‘Cabinet of Curiosities’ approach invites each class to curate a box of found objects—shells, pebbles, seed heads, and human-made items. Pupils write captions as a gallery curator would. Teachers use these objects to prompt further geographical thinking: *Why did you choose this? What processes brought it here? What connections can you make?* Again, this echoes our approach at Roehampton, with a focus on a ‘creative’ finish or outcome to collecting data – using and applying what we find and promoting vocabulary, questioning and seeing them as world-explorers.

Adaptive and creative pedagogies: innovative, experiential, playful means to nurture the children as geographical explorers, global learners and place makers: imaginative use of ICT, fiction, drama, music and artefacts. Approaches and learning is expressed in an age-appropriate way, especially with 3-7 year-olds.

Thinking skills: promote higher-order questions, discussions and enquiry.

Vocabulary: Focus on pupils' understanding when questioning, listening and observing

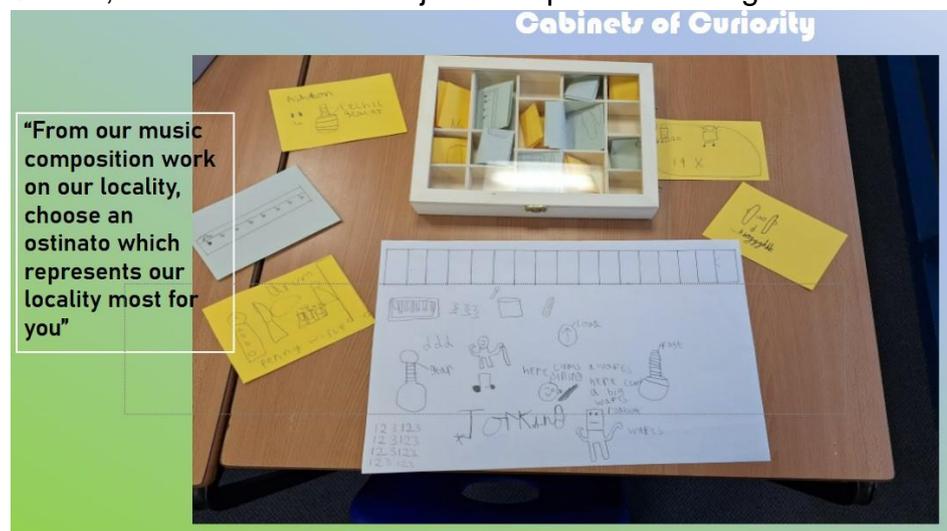
Over time, these pupils develop fieldwork progression, language precision and a deeper emotional connection with place. For inland schools, even a single coastal fieldtrip can inspire weeks of reflection and cross-curricular learning.

## Some Geographical Takeaways

1. Rethink your 'local coast' – Identify where tidal influence begins in your nearest river.
  2. Teach the processes – Use experience, photos, video clips and simple field measurements.
  3. Curate a class cabinet – Collect, label and connect objects to spark reasoning.
  4. Go cross-curricular – Use ways the landscape has been interpreted through art, music and over time (through history) to deepen location and place-based learning.
  5. Use big geographical questions – Encourage explanation, comparison and thinking about change over time.
- Watch GeogLive! CPD webinars here:

<https://www.youtube.com/@geoglive8821/videos>

Photos courtesy of Coatham CE Primary School, Redcar



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## PE can boost children's health and education – let's make it central to the curriculum – Emerick Kaitell

Published: February 5, 2026 6.12pm GMT [PE can boost children's health and education – let's make it central to the curriculum](#)

The curriculum review recommendations are now contributing to the writing of our new curriculum. Physical Education, like other foundation subjects, provides an opportunity to provide a curriculum that meets the children's needs. The headline above is an article in The Conversation, and the observations below are from the curriculum review.

- **New Core Enrichment Entitlement**

The government is introducing a **core enrichment entitlement** for all children to participate in activities like sports, plays, and work experience alongside their main subjects.

- **Addressing Curriculum Squeeze**

The government recognises that high-stakes exams and accountability measures (like the EBacc, now ending) have "**severely squeezed**" time for mandatory subjects like PE,

Citizenship and RSE. Reforms will reduce exam burdens and course content to free up more time.

- **Clarifying Ambitions and Standards**

**High-Quality PE is Vital:** The government advocates for PE's benefits in developing character, resilience, leadership, and teamworking skills. Schools should provide at least 2 hours of high-quality PE per week with equal access for all students.

**Alignment with National Strategy:** This aligns with the **School Sport and Activity Action Plan (SSAAP)**, aiming for 60 minutes of daily physical activity per child.

- **Curriculum Design and Future Focus**

**Knowledge and Competence:** The PE curriculum should inspire pupils to succeed, build physical confidence, and learn safe, efficient movement. Knowledge areas include **motor competence, rules/strategies/tactics, and healthy participation.**

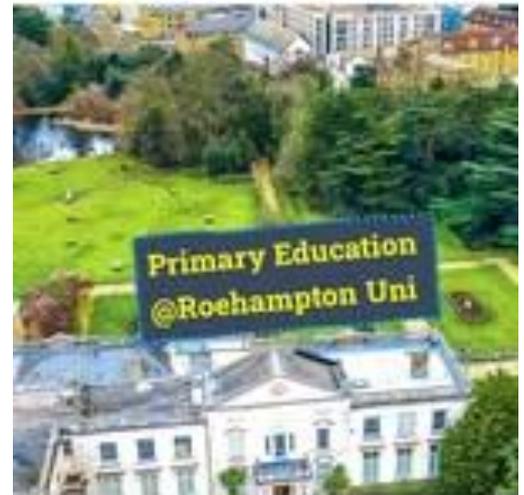
**Inclusivity and SEND:** PE curricula must match **national curriculum standards for all pupils**, including those with SEND, with careful sequencing of Dance and Outdoor Adventurous Activities (OAA). The government supports making PE valued and accessible by freeing up timetable space and establishing enrichment entitlements. ([Curriculum and Assessment Review Final Report - PE Scholar](#))

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## Join our Primary Education Instagram!

We are lucky [@froebelcollege](#) [@uni\\_roehampton](#) to have such lovely grounds. For [#primary](#) [#education](#) this means we can do history and geography [#fieldwork](#) from our doorstep with ease. Some trainees this week have climbed trees, watched the [#froebel](#) cats and birds, investigated new spaces and places, taken the most luscious green-hued, [#wintry](#) photos and loved seeing their place with new eyes. All with lots of inspiration for teaching back in their placement schools. Can you see the [#crocodile](#) [#tree](#) that a group spotted near [#froebel](#) gate? I have cycled past hundreds of times and never seen it!



[https://www.instagram.com/primary\\_education\\_roehampton/](https://www.instagram.com/primary_education_roehampton/)

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## Following on from last month's newsletter about our School Experience Collection – Teachers can now access this for FREE

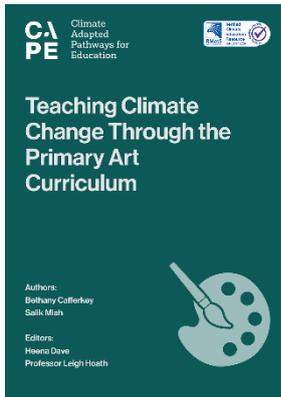
Teachers wanting to apply will still have to apply by selecting [Community membership](#) option (which will show a £10 fee), but in the field: **Please state reason for application and area of study**, just note that they are a teacher at XXX school, and we will waive the fee.

Thank you to our wonderful Library Team for organising this.

Please note the membership will be valid for 6 months but can be renewed.

With many thanks to our fantastic Library Team

## Free Climate Education Guidance from CAPE (Climate Adapted Pathways for Education) shared by Emily Rotchell (& WriteNow).



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This very recently published guidance is written for teachers and school leaders and is designed to support collective curriculum making. It sets out the curriculum thinking we have undertaken with a range of expert curriculum partners. The guidance is designed to help you identify clear entry points into your own curriculum, rather than to be implemented in full.

The **practical, downloadable guides** are:

### 1. **Teaching Climate Change Through the Primary Art Curriculum**

guide to integrating climate change concepts into art lessons at primary level—likely focusing on creative approaches that build

understanding through visual arts.

### 2. **Teaching Climate Change Through the Primary Geography Curriculum**

Practical strategies and content frameworks for geography teachers to explore climate science, impacts, and responses with primary pupils.

### 3. **Teaching Climate Change Through the Primary Science Curriculum**

Guidance for embedding core climate science concepts (e.g., greenhouse effect, energy balance, environmental systems) into primary science

teaching.

### 4. **Implementing Climate Change Education in Schools: Constructive Hope in Action**

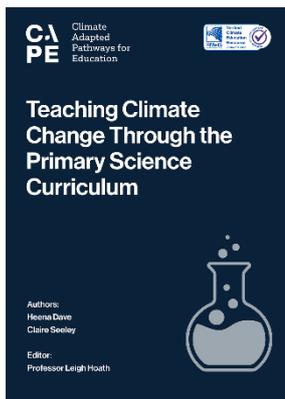
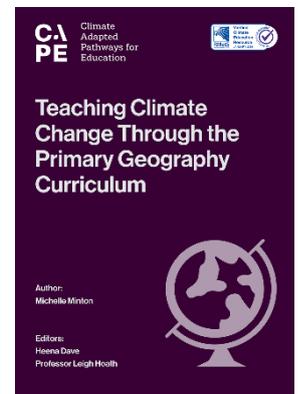
A larger CAPE report offering **whole-school planning, evidence-informed strategies, case studies, and frameworks** to help school leaders and educators embed climate change education across age groups and subjects. It also emphasises **teacher agency, systems thinking, and emotional support for learners.**

### 5. **Sustainability and Climate Change Education: Creating the Foundations for Effective Implementation**

A downloadable resource that likely sets out **core principles and foundations** for schools looking to start or strengthen their climate

change education journey—focusing on quality and consistency.

They can be downloaded from the CAPE website [here](#)



## The Mayor's Silent Disco

Orleans Park School, Richmond Road, Twickenham TW1 3BA

Saturday 28 February 2026

Welcoming and Relaxed Afternoon Session – 4:30pm to 6:00pm

Designed for children and young people with Special Educational Needs and Disabilities.

Tickets £10 – accompanying adults attend for free.

Evening Session – 7:00pm to 9:00pm

Open to everyone – come and dance the night away!

Tickets £20 – 25% discount for groups of four or more.

A chill-out zone/quiet room will be available.

Free headset when booking in advance.

### Booking

Tickets can be purchased via: [www.richmond.gov.uk/mayors\\_charities](http://www.richmond.gov.uk/mayors_charities)

Box Office: 020 8891 7123

All proceeds go to the Mayor's charities:

Crossroads Care – Supporting Carers

Small Steps – Helping Children with Disabilities

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## Reminder: Free AI literacy training for school leaders and teachers

Third Space Learning has launched a free AI literacy course for schools. It's led by teacher and digital education consultant Laura Knight and addresses the key areas that leaders and future leaders of education need to consider as part of their school's AI strategy. The free 75-minute course helps you understand what AI can and can't do, spot when tools are actually helpful versus overhyped, and evaluate any AI resource against good teaching practice. You'll get practical frameworks and free downloadable resources and course materials including how to assess AI lessons using Rosenshine's principles, questions to ask before trying any tool, and ways to protect your professional judgement. 5 modules, each approximately 15 minutes long covering:

1. How to think about AI in your school
2. Developing your vision and culture
3. Teaching with AI
4. Risks and limitations
5. Safeguarding, compliance and data

Sign up for free here: <https://thirdspacelearning.com/cpd/ai-literacy-course/>

Other free Third Space Learning resources are

available here: <https://thirdspacelearning.com/primary-resources/>

THIRD SPACE LEARNING

FREE ONLINE VIDEO COURSE

## AI Literacy Course for School Leaders

With Laura Knight

AI Literacy Course for School Leaders

The 6 AI Shifts For Leaders

Leadership, and Culture

5 modules

75 minutes total

Certificates included

Free download for every module

UNLOCK FREE ACCESS NOW

## Reminder: Leading Forward Conference

If you're a current or aspiring Deputy or Assistant Head, this is your chance to join a brand-new leadership conference from Wandle Learning Partnership, designed to help you lead forward with confidence.

Friday 12th June 2026

Central London

### Programme highlights include:

- Inclusion and SEND – keynote and table discussions with *Amjad Ali*
- Curriculum and Assessment – what the DfE's review means for you, with Cassie Buchanan OBE, member of DfE Curriculum and Assessment Review Panel
- Career next steps – a panel discussion with expert system leaders

The day will close with an **optional social and networking event**, a great opportunity to continue conversations and build lasting connections across the system.

[Click here](#) to find out more and secure your place. Spaces are limited, so don't miss out.



## Subject Advisory Panels: Spring 2026

Please register your attendance here: <https://forms.office.com/e/uqZSNZit4p>

Links to access the sessions are in the table below.

Subject	Subject Lead	Date and time	Online Meeting link
Art & Design	Jo Nugent <a href="mailto:jo.nugent@roehampton.ac.uk">jo.nugent@roehampton.ac.uk</a>	Wednesday 4 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 345 561 326 001 2 Passcode: nW7Lb6Bs
Computing	Lynda Chinaka <a href="mailto:Lynda.chinaka@roehampton.ac.uk">Lynda.chinaka@roehampton.ac.uk</a>	Wednesday 18 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 341 558 139 677 4 Passcode: An9qu7gZ
Design & Technology	Sue Miles-Pearson <a href="mailto:s.miles-pearson@roehampton.ac.uk">s.miles-pearson@roehampton.ac.uk</a>	Tuesday 3 <sup>rd</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 381 487 296 014 Passcode: Qx63Kr2F
History	Susie Townsend <a href="mailto:susan.townsend@roehampton.ac.uk">susan.townsend@roehampton.ac.uk</a>	Tuesday 10 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 370 722 691 041 1 Passcode: ZT2f9m9Q

Mathematics	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Wednesday 11 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 345 979 995 372 3 Passcode: by3ur6Xc
PSHE	Sarah Leonard <a href="mailto:Sarah.Leonard@roehampton.ac.uk">Sarah.Leonard@roehampton.ac.uk</a>	Wednesday 22 <sup>nd</sup> April 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 363 554 601 225 6 Passcode: Gs7mD2GP
Science	Nicola Treby <a href="mailto:nicola.treby@roehampton.ac.uk">nicola.treby@roehampton.ac.uk</a>	Wednesday 25 <sup>th</sup> February 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 394 144 798 022 Passcode: jv3ZG7Jo

## Subject CPD for Mentors 2025/26 – Remaining Sessions

Please register your attendance here: <https://forms.office.com/e/uqZSNZit4p>  
Online meetings links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
English	Anna Harrison and Steph Laird <a href="mailto:anna.harrison@roehampton.ac.uk">anna.harrison@roehampton.ac.uk</a> <a href="mailto:s.laird@roehampton.ac.uk">s.laird@roehampton.ac.uk</a>	Wednesday 10 <sup>th</sup> June 2026 16:00-17:00	<a href="#">Join the meeting now</a> Meeting ID: 329 200 520 838 7 Passcode: hv9Ne6du
Maths	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Wednesday 3 <sup>rd</sup> June 2026 4pm-5pm	<a href="#">Join the meeting now</a> Meeting ID: 342 818 703 299 4 Passcode: zV7HQ27n
PSHE	Sarah Leonard <a href="mailto:sarah.leonard@roehampton.ac.uk">sarah.leonard@roehampton.ac.uk</a>	Thursday, 5 <sup>th</sup> March 2026 16:00 – 17:00	<a href="#">Join the meeting now</a> Meeting ID: 326 578 053 795 5 Passcode: 86Gi3Zi9

## 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.

## 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.  
**Professional Links:** Geographical Association Trustee  
<https://www.linkedin.com/in/anthonybarlowgeogite>

**Subject:** Computing  
**Subject Lead Name:** Lynda Chinaka  
**Email:**  
[Lynda.chinaka@roehampton.ac.uk](mailto:Lynda.chinaka@roehampton.ac.uk)

**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:** Jo Nugent

**Email:** [Jo.Nugent@roehampton.ac.uk](mailto:Jo.Nugent@roehampton.ac.uk)

**Telephone:** 0208 392 3397

**Key subject/research interests:** Primary Art and Design education, inclusive practice with a focus on using art galleries and outdoor spaces to enhance learning experiences.

**Professional Links:** NSEAD

**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:** 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:** Key subject/research interests: My interests include science education, professional attrition and Cultural Historical Activity Theory (CHAT) as a framework for examining professional practice.

**Subject:** Physical Education

**Subject Lead Name:** Emerick Kaitell

**Email:** [E.Kaitell@roehampton.ac.uk](mailto:E.Kaitell@roehampton.ac.uk)

**Telephone:** 020 8392 3254

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



**Partnership Materials Page:**

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

**University of Roehampton Primary Partnership webpage:**

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

**School Partnerships Team**

email: [primarypartnerships@roehampton.ac.uk](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)