

**Primary Schools Partnership
July Newsletter**



20
25

A message from our Deputy Dean,

Dear colleagues,

I would like to thank you for all the hard work that has gone into the partnership this academic year. There are so many students that have had excellent experiences and been so successful because of the efforts of talented mentors, School Leaders for ITE, tutors and programme leaders. This has been reflected in the positive outcomes on our recent exit surveys.

When asked about the quality of their school-based mentor support students rated this as below:

| Course | Positive | Satisfactory | Poor |
|---------------------------|----------|--------------|------|
| BA Primary | 88% | 7% | 5% |
| PGCE Primary Core | 86% | 11% | 3% |
| PGCE Primary Lead Partner | 92% | 5% | 3% |

When asked to rate the overall quality of the course the results were as follows:

| Course | Positive | Satisfactory | Poor |
|---------------------------|----------|--------------|------|
| BA Primary | 97% | 2% | 1% |
| PGCE Primary Core | 97% | 3% | 0% |
| PGCE Primary Lead Partner | 97% | 3% | 0% |

We are delighted that our students rate the course so highly and that the work from everyone in the partnership is valued. Thank you again and have a great summer.

Matt Sossick

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

In this issue

Welcome to our final newsletter of this academic year. We say goodbye to our wonderful art colleagues Susan and Rob. We have a geography A-Z, 2 articles on AI, Marcela's reflections on her visit to us, Roehampton students taking part in the Gurka cup and details of how to find out more about our Froebel Certificate – to name just a few of our July features. We hope you enjoy these and find them useful too. Have a lovely summer.



An artistic legacy - Rob and Susan's final few weeks with us



It was a real joy to celebrate Susan and Rob's final few weeks as Primary and Secondary Art

tutors, marked by a wonderful vegetarian spread in the art teaching space. After a combined service spanning multiple decades, we salute them both as they

head off toward quieter days, more art, and — as Rob put it — time in his 60s spent back in schools with children.

Their companionship, creativity, and support have shaped and guided thousands of student teachers over the years.

Ode to Susan and Rob

They taught like Picasso – bold and askew,
Embracing the mess when the glue sticks flew.
Like Frida (K), nurturing learners,
(Especially lesson plans lost in the rain).

Rob... dreamed like Dalí, with clocks on the wall,
While wrangling with the Secondary PGs in the art teaching room.
"More shading!" cried Susan, like Caravaggio might,
While fixing a printer that jammed out of spite.

They've sculpted bright futures à la Rodin's hand,
Though none of their students could clean out the paint pots.
They've tutored more teachers than Pollock had brushes,
And endured every one with good humour — and tears.

But now to the sunset they peacefully glide,
With portfolios packed and pride at their side.
Rob's off to inspire in primary lands,
With glitter, and paintbrushes stuck again to his hands.

So we raise our palettes and toast both of you,
With paint-streaked hands and hearts full too.
You've given us laughs, support, and good cheer —
We'll miss you like Hockney misses Yorkshire each year.

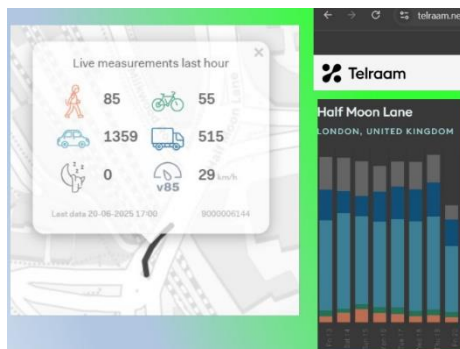
Roehampton is just that bit brighter... because of you two.

Anthony Barlow (with a little help from an Ai friend)

Geography Teaching: Thinking Geographically through Geog A to Z Anthony Barlow, Subject Leader for Geography Education

At the start of June, I set myself a challenge: to think geographically every day to support the **National Festival of Fieldwork**, supported by the **Geographical Association**. I decided to document this journey by posting daily on **X** and **BlueSky** and recording a short, daily video to support teachers' fieldwork. Each video has an aim to give a simple, adaptable 'how to' guide to Early Years and Primary curriculum practice to build teacher capacity to develop thinking about people, places and local environments.

The series is called **Geog A-Z** and begins with **A for "Around"**, moving through **B for "Biomes"**, **C for "Compass"**, **D for "Data"**, and so on — most recently reaching **U** for the more opaque **"Urban Stories"**. I'm not yet sure what I'll do for **X** or **Z**, but the journey itself has been a fascinating one!



IMAGES: THE KEY TO TEACH GEOGRAPHY

Maps are, of course, a key to teaching geography but photos and those

they need to be linked to 'on the ground' taken from a viewpoint be that the top of a building, a bridge or a local viewpoint. By using mostly some of the many thousands of photographs I've taken over the years — from local walks to UK and more distant travels — they have allowed me some time and space to reflect and develop more deeper connections and geographical thinking. It's something I'd recommend to everyone – look at your phone's camera roll! The power of Google where I store my photos is that you can search by object – I have more photos of bollards and signs than many, I'd suspect! In everything I have written, I have been guided by the Geographical Association's [Framework for Geography](#) (2023), [Ofsted Research Review](#) (2021) and [Subject Report](#) (2023).

LOCAL THINKING AND IDENTITY IS KEY

One thing is for sure, even with the Curriculum Review, the opportunity for local thinking about the world with young children is unlikely to go away. We were very much inspired by the idea of teaching about **identity** when we spoke with Ofsted on their visit to us in 2023. We were proud to say we connect to students' varied identities to frame our curriculum : it is what *they already know* as well as an appreciation that it is also *what their context needs them to know* that's part of how we develop trainees. Our Subject Specific Guidance is clear: geography is about **real-world**; including **context through case studies** ; it suggests **visits** to develop **spatial cognition** at a **range of scales**. This is across PGCE, Lead Partner and Undergraduate ITE provision.

| Subject specific pedagogy | Mapping across modules |
|---|---|
| Learning through real-world, engaging and purposeful case studies and contexts, rooted in the school context where appropriate. Teachers make links to their own and children's personal geographies. | Year 1: spring term Year 2: spring term PGCE: autumn term |
| Fieldwork: opportunities for learning beyond the classroom, e.g., school grounds, locally, through visits and virtually through e.g., DigiMaps, Google etc. | Year 2: spring term PGCE: spring term |
| Spatial cognition and graphicacy: developing pupils' local, regional, national, European/global locations through maps, photographs, plans and globes at a range of scales. | Year 1: spring term Year 2: spring term PGCE: spring term |

IDENTITY LOCALLY & MORE

Geographical thinking outdoors is about processes, what's happening where, and through spotting recurring **shapes, colours** and **patterns**. There's so much to unpack in our urban environments.

What's been surprising for me is what a simple image can evoke when paired with somewhere far. Take the red post box, telephone box or bus. I've photographed these across the world including eg. Malta (below). A London 'typical' view might also link us elsewhere and start us thinking about connections to empire, colonial symbolism and a shared visual language.

| Communication tools <i>A record of past times?</i> | What to spot |
|---|--|
| Red Post Box | <ul style="list-style-type: none"> Look for the royal cypher (ER/GR/ VR). They're strong and sturdy and usually cast iron. There are sometimes extra plastic storage boxes for extra post. They're on the street. |
| Wall-Mounted Letter Box | <ul style="list-style-type: none"> Look in village walls or cottages, smaller than pillar boxes. |
| Telephone Box | <ul style="list-style-type: none"> K6/ K2 / KX100 is this repurposed (e.g. mini-library/ defibrillator). |
| Post Office Signage | <ul style="list-style-type: none"> Often red with crown insignia. |
| Newspapers or local notices | <ul style="list-style-type: none"> Boxes to collect for free; what's going on and help |

R
River

A river is...
a moving stream of water that **flows** across the land. Rivers usually start in mountains or hills where rain or melting snow gathers: **the source**.
The water gets constantly added as they travel downhill, winding through valleys, fields, forests, towns and cities getting bigger as smaller streams called tributaries join.

Rivers are important because...

- Give us water to drink and use on farms.
- Help animals and plants live and grow.
- Can be used for fun things like boating or fishing.
- Often people enjoy visiting them or living by them

Along their course...
... rivers create interesting shapes
meanders (curvy bends) and even **waterfalls**. Eventually, the river reaches a bigger body of water like a **lake, sea, or ocean**—the **mouth**.

Whether you're with children in a street or a park, standing still, providing a scaffold (worksheet, tick list or time to sketch) can support their skills of questioning and might reveal a world of meaning or misconceptions. That's what I try to encourage our student teachers to do: think carefully about the purpose of being outdoors, and how geography can be brought alive for children through observation, reflection, and curiosity.

Each **Geog A to Z video** includes at least one practical resource — with some having many more. This might be a worksheet, a list of what to look for, a recommended website, or an activity idea. It shows how our "reccy" visits as teachers can unlock a whole world of meaning for the children to support geographical learning.

By the end of June, I'll have around 30 videos, all freely available on YouTube for continued use this year and next. I'll certainly be using them in our undergraduate geography education module for second years.



| | | | | | | |
|----|----|----|----|----|----|----|
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| | SM | SN | SO | SP | TL | TM |
| | SR | SS | ST | SU | TQ | TR |
| SV | SW | SX | SY | SZ | TV | |

- **Street Furniture**
- **Temporary events** - Building sites, farmer's and food markets, festivals, fairgrounds
- **Small shops and cafés** - Local shops, fast food, newsagents, cafés
- **People and animals** - There could be a whole flock of sheep or a herd of cows in a field!
- **Street names (in rural or densely packed urban areas)** - Some tiny roads and country lanes don't have names marked, even though locals might have names for them. There might be colloquial terms - the twitten, ginnel, snicket, tenfoot, snickelway.
- **Sculptures, public art, graffiti**
- **Affective domain** - noise and smells; feelings or atmosphere
- Maps don't tell you about a location being friendly, scary, quiet, or busy.
- *The dark, spooky forest.*
- *Or the loud traffic, smelly bins, or chirping morning birds!*
- **Houses and gardens** - What is the area really like? Is it tree-lined or not?
- **Local secrets, desire paths** - Hidden footpaths, shortcuts, or special spots

I'd really welcome any feedback — especially if you use the videos or activities with your own pupils. Let me know how you get on! anthony.barlow@roehampton.ac.uk

Access all the videos, free, here: <https://www.youtube.com/playlist?list=PLCt9I1-dMIqXWk3VZpm309HSeP1B2zRqn>

University of Roehampton Through the Eyes of a Visitor

My journey to the School of Education at the University of Roehampton began with a decision in January 2025. I was inspired by Michaela Šťastná, a colleague at my home institution and a former student of Roehampton, who spoke very warmly of her time here. I was incredibly fortunate to be granted a project that allowed me to stay abroad for three full months — and even more fortunate that **Anthony Barlow** and **Philippa Velija** approved my placement at the School of Education.

Coming from the Czech Republic, the idea of living in London — a city almost the size of my entire country — was both exciting and slightly daunting. I was eager to experience a new culture, meet new people, observe primary schools, attend university teaching sessions, and gain a deeper understanding of an education system quite different from my own.

In the end, I gained far more than I expected.



The Roehampton campus welcomed me with its mix of charming historic and modern buildings surrounded by greenery. What struck me most in the university sessions was the excellent quality of teaching. Every lecture I attended was supported by engaging, well-prepared PowerPoint presentations — not just lists of facts, but rich with embedded videos, interactive tasks, and clear links to real classroom practice. The lecturers were approachable, respectful, and genuinely invested in supporting students' professional growth. Even when delivering constructive feedback, it was done in a kind and encouraging way, always with the aim of helping students improve.

One of the highlights for me was being invited to take part in class activities alongside the students. I was warmly welcomed — students explained anything I didn't understand (especially all those acronyms!), listened to my thoughts, and made me feel like a part of their learning journey. I was truly impressed by how confident they were in expressing their ideas and how aware they were of their own professional development. With such thoughtful guidance from their tutors, I have no doubt they'll make excellent future teachers.

During my visits to primary schools, I was reminded of how much emphasis

is placed on safeguarding in the UK — something I've encountered in previous international experiences. However, I was still surprised when one school required our photographs to be taken, in addition to showing ID.

The classroom environments felt familiar in terms of layout and atmosphere, but the content and approach were often quite different. I observed a strong focus on project-based learning and student voice, and I admired the mutual respect among pupils and teachers — even in very diverse classrooms with a wide range of learning needs.



I especially valued the opportunity to spend time in the library and explore a wide range of professional literature. Outside of work, I found joy in long walks through **Richmond Park** and exploring London — starting with the Roehampton area and gradually venturing into the heart of the city.

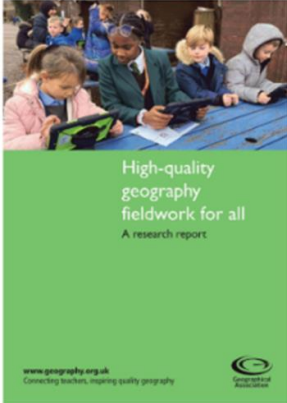
Living in the student halls added a bit of nostalgia — late-night student parties occasionally brought back memories of my own university years! At first, I worried that three months might feel too long. In the end, I only wished I could stay longer — though of course, I missed my family dearly.

I'm sincerely grateful for all the enriching encounters and the inspiration I'm bringing back to my own practice. A special thanks goes to **Anthony**, whose ongoing support and thoughtful invitations made my stay truly memorable. The University of Roehampton has a special charm, and I will always carry warm memories of my time here.

Marcela Janíková, Tomas Bata University in Zlín

High-quality geography fieldwork for all

A research report



Research shows that fieldwork has a positive impact on pupils' engagement with their learning; increases their knowledge, skills and understanding; supports their achievement; improves their resilience, self-confidence and wellbeing; and boosts cohesion and a sense of belonging. Yet we are at a pivotal moment for geography fieldwork in schools.

The report *High-quality geography fieldwork for all* draws on the views of over 400 teachers who responded to GA consultations on fieldwork and the geography curriculum, as well as evidence from schools' submissions to the GA's Geography Quality Mark accreditation and discussions with geography teachers and key stakeholders.

PUBLICATION OF ONLINE RESOURCES ABOUT THE SAFE AND EFFECTIVE USE OF AI

The Department for Education have published [online materials](#) to help all educators use AI safely and effectively. They have been developed by the Chiltern Learning Trust (CLT) and Chartered College of Teaching (CCT).

The materials supplement the [Generative artificial intelligence \(AI\) in education - GOV.UK](#) policy paper and include:

- a toolkit for all educators outlining the basic information that everyone working with young people should know about using AI safely and some potential use cases.
- a toolkit for leaders to help address the risks and opportunities of AI across their whole setting and how to consider AI as part of a wider digital strategy.

The materials include a range of training materials including slide decks and video presentations, with information, activities and templates for reflection and planning.

The materials can be adapted for delivery for individual or group use. Users can focus on individual modules depending on levels of experience. The content does not endorse any AI tool or approach to use of AI. Instead, it gives a range of examples that educators have used.

To supplement these materials, the Chartered College of Teaching have also published a special edition of their 'Impact' Journal and a dedicated web page including a collection of case studies from primary, secondary, and special schools, academy trusts and colleges.

Please note that our own Miles Berry has contributed some of the content for the toolkits and acted as one of the reviewers for the project.

Roehampton Students Take Part in Prestigious Gurkha Cup



Students from the University of Roehampton participated in this year's Gurkha Cup, one of the UK's leading Nepalese cultural events. The tournament brought together communities from across the country in a celebration of Nepalese heritage through football, music, and food.

This was the first time Roehampton fielded a team in the tournament, an effort made possible by collaboration between staff and students.

Building a Team Through Community

The Primary Education QTS course was proud that the team were coached by our Year 1 trainee, Anton Lucas. He said that participating in the Gurkha Cup was one of the proudest moments of my football journey.

Coach Anton Lucas, Year 1 BA Primary QTS trainee

"Coaching this incredible group of young men—full of talent, character, and spirit—was an honour. I didn't fully grasp the tournament's scale until I experienced it first-hand. Being welcomed into such a rich and vibrant culture was humbling and inspiring. I sincerely hope to work with these amazing individuals again."

The final squad consisted of 15 players, including 12 Nepalese students and three UK-based teammates, reflecting the diverse makeup of the university community. The group was led by other student volunteers, too.

Matthew Evans highlighted the importance of building connections across cultures: "What struck me most was the warmth and openness of everyone involved. This really feels like just the beginning."

Looking Ahead

Anton has said that this will inspire him when he is on placement to...

The university hopes to build on this year's participation by continuing to support student-led cultural and sporting initiatives. Several players from the Gurkha Cup squad are expected to join the university team in the autumn, further strengthening ties between student groups and campus sport.



Reading for Pleasure Poetry Group

Working alongside The Open University and the UKLA, Emilia and I became this year's Reading for



Pleasure Ambassadors! We were tasked with promoting reading for pleasure and knowledge of children's texts within our cohort of Primary Education Students from the University of Roehampton. After conducting our initial research, we decided to focus on poetry and poetry books as this is an area in which students indicated they were least confident.

2025 Reading for Pleasure: Poetry, Coffee and Chat



12.45 - 1.15 pm at Costa Coffee

| | |
|------------------------------|---------------------------------|
| Thurs 06 th March | Poetic Picture books |
| Thurs 20 th March | Japanese Haiku |
| Thurs 27 th March | Cinquains, Limericks & Kennings |
| Thurs 03 rd April | Narrative & Nonsense Poems |
| Mon 19 th May | Shape and concrete Poems |



Come along for half an hour on Thursday lunchlines to our informal group where we will discuss different types of poetry, how poetry can be used to enrich lessons and spend time looking at poems and poetry books.

Bring along your lunch and there will be some free sweet treats provided for while we chat about Poetry

Emilia P and Lucy G (Your RFP Ambassadors)





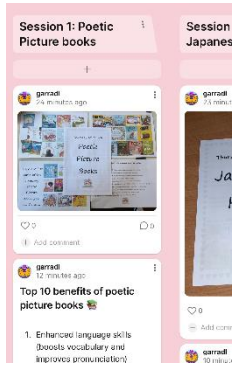


Next, we created a poster to advertise our five planned sessions, each focusing on different forms of poetry. For each session we displayed information on different types of poetry, resources, examples of poems, lesson ideas, a wide range of poetry books to browse and sweet treats to eat whilst we chatted; improving our 'book talk' and promoting pleasure for reading. Additionally, we created a Padlet that ran alongside the group, so anyone who was unable to attend could access the resources and information shared in their own time.



After all the sessions had taken place, we also collated all the resources, lesson ideas and information into a book to stay in the English Seminar room on campus for everyone to access. Each session was well attended, one attendee commented: "I have attended all five sessions and learnt about a different range of poetry and useful resources, I





would feel more confident if I were asked to teach poetry in BSE 3”, while another said “Poetry club has widened my knowledge of children’s poems and sparked excitement for English lessons”.

As trainee teachers, it is imperative that we have a love of reading ourselves in order to successfully promote this to our future classes so it has been a privilege to be one of this year’s Reading for Pleasure Ambassadors and support our peers with developing their knowledge and love



of poetry.

Lucy Garrad

Creativity in computing: Miles Berry

The Royal Society’s Science Education Tracker¹ suggests a decline in pupils’ interest in computing over secondary school, with 68% finding it interesting in Year 7, down to 35% by Year 11. Primary school is likely to be more positive, but it’s harder to get data. This comes down to both curriculum and pedagogy: what we teach and how we teach it.

The current national curriculum starts with the ambition that a high-quality computing education equips pupils with computational thinking and creativity to understand and change the world. There’s been plenty of focus on teaching the concepts of computational thinking, but not nearly enough practical programming in secondary schools for most pupils to start thinking computationally, in the sense of looking for automatable solutions to interesting problems. I’m concerned by how little creativity there seems to be in most computing lessons, and the negative impact that’s had on pupils’ engagement with the subject and their learning. In part, this is because of how dull GCSE computer science specifications are, and the knock-on effect that this has on the content and approach for Key Stage 3. I’m lobbying that we replace GCSE computer science with a new GCSE, covering the whole breadth of computing, including creative work in digital media, and add in robust, practical assessment as happens in other creative subjects.

Given how good generative AI is at writing code and producing digital media, it’s worth pausing to think about what computing education should be *for*. The way we use digital technologies has already changed, with many of us finding that these tools have become more useful, and that our use of them is now focussed on ideas, design, feedback and iteration. Our ability to make code and media is now about inspiration, ideas and creativity rather than our mastery of technical skills. Mastery of technical skills was never a sufficient condition for creative work, but until quite recently it’s been a necessary one. Many of us will continue to find enjoyment, and even employment, in creative digital work, using our own inspiration and experience to make better use of emerging technologies. Take chess as an example: computers are better than humans at chess, but humans still play chess, and humans get better at chess through using computers.

Much of the pioneering work of teaching pupils computing was done by Seymour Papert and his colleagues. Papert took Piaget’s idea of constructivism, that pupils learn through play,

¹ <https://royalsociety.org/-/media/policy/projects/science-education-tracker/science-education-tracker-2023.pdf#page=65.06>

experiment and experience, and developed the theory of constructionism, recognising that learning happened especially felicitously when pupils were consciously engaged in making something to show to others. Learners didn't just show their learning through making, it was through making that learning happened. Mitch Resnick, the creator of Scratch, puts it well: 'make something in the world to make something in your head'. We know this for ourselves as educators: it's through writing lesson plans and creating resources that we come to understand our subject, and how our pupils learn. The work young people do in Resnick's Scratch is such a great example of Papert's constructionism, where young people discover the big ideas of computing for themselves, through looking at others' projects, adapting these, and then making their own animations, puzzles or games.

There are, I think, a number of aspects to creativity, with and beyond the computing classroom.

First, there has to be some creation: pupils should actually *make* something. Whilst there are good arguments for PRIMM (predict, run, investigate, modify, make) as an approach to teaching programming, I'm concerned that the last M, make, is silent and often invisible: resources and lesson time focus too much on the first four stages, at the expense of the last.

Creativity should also be about quality. It's fine that the first attempt isn't great, but the creative process typically requires that the artist or engineer not be satisfied with that, but rather they debug, they learn from mistakes, they iterate. There should be a striving for excellence, or at least for the best that's possible with the time and resources available.

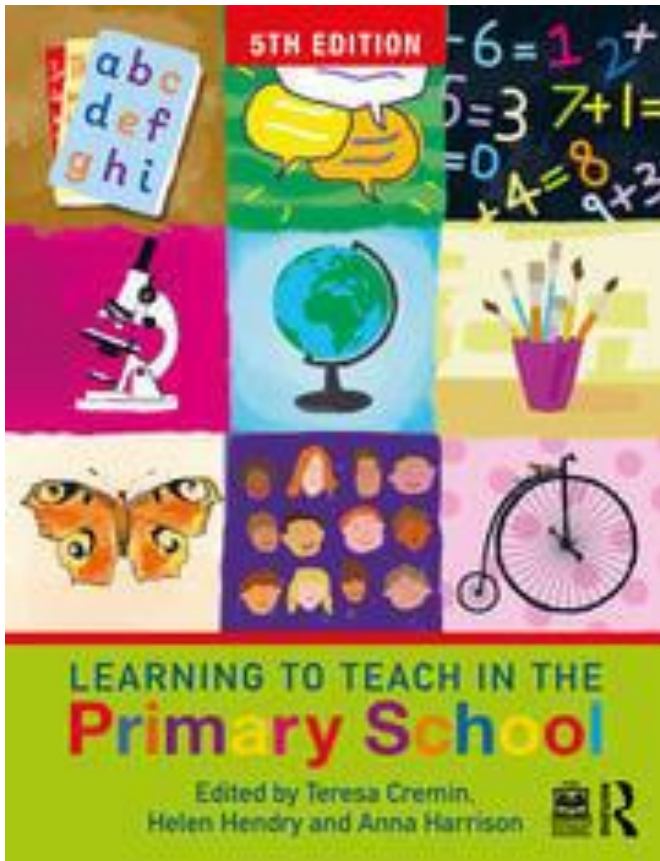
Originality is fundamental. The work really does have to be the pupil's own, although it can take inspiration from and pay homage to the work of other creators - again look at the Scratch community for examples. It's harder to see what originality means in the context of generative AI, but originality doesn't have to mean doing *all* the work yourself. We demand that our students' essays be their own work, but we also allow them to use generative AI as long as that's acknowledged.

Creativity demands fluency with the tools used: it starts with craftsmanship, but it doesn't end there. Bill Liao, founder of Coder Dojo, talked about 'coder poets', that young people become so fluent in the language of programming that they can use this as a medium for personal, creative expression. For this to happen, I think the focus should be on becoming fluent in one or two languages, rather than having experience of many: it's very hard to do better than Scratch in primary and Python in secondary; creative projects in turtle graphics, games and music making can make the transition from one to the other smooth and retain motivation in ways in which text based programs might not. Beyond coding, digital media work demands enough familiarity with the digital tools, and I'd now include generative AI here, that they are no longer the focus, that they cease to get in the way. Again, it's better to master a few tools than to have experience of many.

My final aspect of creativity is about community - little creative work takes place in isolation, but rather through joining in with a creative community. Scratch, once again, offers a great example of this, as does Github for older programmers, but so too do many classrooms, at least potentially. Compare your way of working to that of your colleagues teaching other creative subjects: do you see more collaboration and communication in their classes than in your own? You can, if you wish, change this: I think your pupils might thank you for it, and perhaps love computing just a little bit more?

Published in ICT for Education's Sapiientia <https://www.ictforeducation.co.uk/>

Note from Anna Harrison - a new Editor on LTTP 5th Edition.



Exciting Editorial Milestone!

Saying yes to new projects often means stepping into the unknown—and that was certainly the case when I joined the editorial team for the 5th Edition of a key textbook for trainee teachers, a well-established and widely used resource in the field.

Working alongside the brilliant Professor Teresa Cremin, who has been involved in all previous editions, I had the opportunity to help shape this edition in ways I hadn't anticipated. As a new editor, I was able to bring fresh perspectives and invite several expert colleagues from Roehampton University to contribute key chapters—making this edition a true reflection of our collective expertise and commitment to teacher education.

With 43 chapters and contributions from leading voices in the field, this edition is both comprehensive and forward-looking. My previous publishing experience helped me navigate the scale of the project, and I even had the pleasure of helping select the new front

cover imagery—adding a creative touch to an academic endeavour.

I'm incredibly proud of what we've achieved and grateful to all the contributors who made this possible. Here's to collaborative scholarship and the power of saying yes!

Roehampton University Chapter Contributions

Sarah Leonard - Adaptive Teaching

Carrie Winstanley - Teaching Assistants

Karin Doull (Staff Alumni)- Humanities

Nicola Treby & Vanessa Matthews - Science

Anna Harrison - Ready, Steady, Teach ...getting your first teaching job

<https://www.routledge.com/Learning-to-Teach-in-the-Primary-School/Cremin-Hendry-Harrison/p/book/9781032691756>

Celebrating success of our BA Year 1 and Year 2 trainees – with thanks to all the mentors who nominated them.

Darren - Cuddington Primary. The 'all on Abyasa' superstar award. Excellent reflections. Darren's reflections are honest and genuine, well thought through and show his commitment to making progress.

Bailey - Pelham Primary. The 'all on Abyasa' superstar award. Bailey was committed to working on his areas of development and his reflections on Abyasa were excellent. His reflections on the

scaffolding ITaP were also of an excellent standard, demonstrating his commitment to his own professional development.

Gabby & Reno - Heathmere Primary School. The Professionalism Award. Both students have been respectful of one another by working together proactively and productively on this paired placement. They successfully co-delivered and observed a maths lesson, tag-teaming as appropriate and supporting one other.

Sinead - Mulberry Primary. The 100% award for effort

Dinah - St Bartholomew's C of E. The 100% award for effort. Dinah has high expectations of herself and keen to improve her practice. Dinah constantly asks questions to develop her own understanding and is proactive in addressing her targets and suggested next steps.

Emma - Culvers House Primary. The 'I can do it' award! Emma was hard working and professional throughout her placement. As the placement progressed and the requirements were more demanding, she was resilient.

Amal - Culvers House Primary. The 100% award for effort. Amal was exceptionally reflective throughout her placement both in conversation and in her written reflections. She was always very professional and demonstrated all of the four 'R' s of Roehampton values.

Hana Fielding Primary. The Professionalism Award. Hana's approach to her placement was positive and professional throughout. Her CTM praised her for her hard work, organisation and commitment to learning. Hana is an exemplary student and will be a great teacher.

Ensara - Essendine Primary. The 'I can do it' award! Ensara's was committed to being a better teacher, she was eager to learn and reflective on all she did. Her enthusiasm was amazing.

Lamisa - Essendine Primary. The 100% award for effort. Lamisa had a confident and positive approach to all her learning, putting 100% effort in to all her work.

Marwa – SIAL School. The positive practitioner award Marwa brought energy and enthusiasm into the classroom. Her positive approach to working in a bilingual school was praised by all the staff.

Farhiyo – SIAL School. The behaviour for learning award. Praised by her Class Teacher Mentor for her calm and confident behaviour management throughout her placement. Farhiyo explored different strategies and built strong trusting relationships with the pupils.

Eisha - Homefield Prep school. The Professionalism Award. Eisha has remained professional throughout her placement and she has remained stoic.

Ella- Homefield Prep school. The 100% award for effort. Ella has remained resilient, professional and positive throughout her placement. She has worked exceptionally hard, well done.

Salma - St Bartholomew's CofE Primary School The 'I made it myself' award.

Anisah- St Bartholomew's CoE Primary School. The positive practitioner award.

By Anthony Barlow and Amy Porter (nominations have been edited for length or clarity)

And our Year 2 Trainees

Celebrating our Year 2 students' resourcefulness, resilience, respectfulness and reflective practice!

The positive practitioner award

Salma

Salma is such a positive student, and I have been so impressed by her enthusiasm during her placement in Nursery. This positivity comes across in the classroom with the children in her class, creating a safe and secure learning environment based upon the strong relationships she has built. Well done, Salma.



Sabrina

Sabrina developed a positive relationship with all children in her class, through her caring and kind teacher presence and her genuine interest in the children as individuals.

The professionalism award

Joana

Joana is a mature, proactive and professional student. She made strong relationships with her colleagues on placement and went out of her way to develop her practice to become a better teacher. Well done, Joana.

Rania

Rania 'worked her socks off' to engage with the APLs and especially showing off her Professional Behaviours and show her true colours to ensure that she wowed her CTM and RM. Well done, keep it up!

The award for 100% effort on BSE2

Leyah

Over the course of BSE2, Leyah worked hard to take on feedback, which resulted in her gaining self-confidence and developing a positive and effective teacher presence.

Zara

Zara demonstrated a very conscientious approach to her Year 2 placement. She managed the workload very efficiently and worked positively with all the nursery staff to develop her teaching skills. So developed her reflective practice well and became increasingly effective as her assessments of the children informed her teaching and the children's learning. She was willing to use her initiative and was particularly effective using her phonics to support children with EAL.

Meena

I would like to nominate Meena who has fully embraced her BSE2 placement. With the support of an excellent mentor who had full believe in her capability to be an excellent student teacher, Meena has fully taken on board feedback, undertaken learning and been open to taking risks in her teaching which promote stronger outcomes for children. This has included moving away from the overuse of the IWB.

The Abyasa superstar award

Mia

Mia was able to reflect on her school experiences and linked them to educational theory. She did this consistently well every week.

The adaptability award

Hanah

Hanah's first placement was in a year 6 class and her BSE2 placement was in Reception! She spent the whole placement learning how to adapt her teaching to much younger children. She did this very well and learnt so much from her colleagues in school. Well done, Hanah!

The Early Years award

Lauryn

Lauryn embodied great EY practice and inspired, no, URGED me to engage with how brilliantly fun Phonics can be in inspiring learners to know Phase 1 sounds through Little Wandle. It reminded me of how important it is to set children off on the right foot in their first few years. Bravo!

The foundation subjects award

Yusra

Teaching history is an important part of the curriculum and following a scheme can lead us to rightly follow the plan closely. It might lead us into difficult territory if we have not thought it thoroughly and planned carefully. You navigated this with a high-level of subject knowledge and a perspective which, in our post-lesson conversation, really supported my own reflections on teaching. Well done!

The award for 100% commitment on BSE2

Isha

Isha has been nominated for the award for 100% commitment on BSE 2. Due to exceptional dedication and proactive approach. She consistently took on board feedback and effectively actioned it, demonstrating her commitment to continuous improvement. Her Abyasa and evaluations were outstanding, showcasing her high level of competence and engagement. In fact, her CTM would readily employ her now. A testament to the quality of her practise. Setting student teacher targets was challenging because of the excellent she exhibited in her role. Isha truly embodies the spirit of commitment and excellence in teaching.

The 'no challenge is too big' award

Syeda

Syeda returned to placement to find new children presenting with challenging behaviour. She took this in her stride and sought support to ensure she could manage this effectively. She did not give up, even when the challenge felt too great.

Written by Year 2 APC: Vanessa Matthews

Congratulations on their final BA day!



We had a truly wonderful time with the Finalists on the lawn at Grove House, following a thought-provoking morning of final Wider Curriculum 4 presentations. It was inspiring to see such a diverse range of projects

exploring identity in school—an excellent culmination of their hard work and creativity.

The celebration on the lawn was moment to reflect on their journeys over the past three years. It was a privilege to work with them and to watch them grow into the professionals they are!

We hope they (YOU!) don't forget us—and more importantly, that they continue to keep in touch with each other. As they often remind us, the support they give each other is something we could never replicate.

We wish all our students well—whether they are headed for the classroom, taking a well-earned break, travelling the world, or exploring other education-related paths or further study.

All the very best from Anthony, Matt, Sarah, Jo, Vanessa, Amy, Claire, and the rest of the teaching and academic team.

International Mind, Brain and Education Society's Educator Initiative by Pablo Mayorga



In July 2024, I was invited to attend the International Mind, Brain and Education Society's (IMBES

<https://www.imbes.org/>)

conference in Leuven, Belgium. This invitation came as part of their Educator Initiative led by the IMBES Trainee Board and I was

joined by other educators from Argentina and the Netherlands. The purpose of this initiative was for a group of educators to attend the conference and provide feedback to the Board on whether we, as teachers and teacher-educators, found it beneficial and how they can improve it from an

educators' perspective in the future. In addition, we were asked to connect to any of the conference presenters in order to explore the possibility to co-author a small article on a related topic with a scientist.

The research presented at IMBES 2024 covered a huge range of topics and several with direct relevance to the classroom. The poster session covered some subject-specific topics such as primary mathematics and primary English alongside many more topics on cognitive psychology and cognitive neuroscience.

While there was a lot of potential researchers to connect with, I was able to establish links with two researchers whose topics have particular relevance to our primary student-teachers at Roehampton. Solange Denervaud (Senior Researcher at Swiss Federal Institute of Technology in Lausanne Switzerland) presented her work on the 'The Social Dimension of Learning in Schoolchildren' and this topic presented very clear links to classroom practice.

The result of this collaboration (alongside the support by the Deputy Editor of BOLD: Annie Brookman-Bryne) is now available on the BOLD website which is a global platform for scientific knowledge that is changing children's lives, funded by the Jacobs Foundation.

<https://boldscience.org/helping-children-learn-from-each-other/>



Helping children learn from each other

Published: 3 July 2025

Article Learning & Education Development Teaching methods Education systems Learning environments Neuroscience Psychology

The neuroscience behind peer-to-peer learning in the classroom



Geography & English - Place and poetry – Using Roehampton as a starting point for inspiration.

Roehampton-born poet Laureate speaks at the annual Festival of Education at Wellington College about the power of poetry



Photo: [AQA, via X](#)

Poet-laureate Joseph Coelho was speaking alongside author Manjeet Mann, author of *Run Rebel* (Penguin, 2020) in July's Festival of Education at Wellington College.

Anthony Barlow was fortunate enough to be able to ask a question to Joseph about growing up in Wandsworth and specifically Roehampton's Alton Estate. He reminded Joseph that we memorably hosted him at the University of Roehampton during the pandemic and talked to him about his poetry.

Anthony mentioned that his personal interest in Joseph's poetry came from its inspiration in the urban landscape, saying that Roehampton's geography taught course sometimes occurs outdoors. One favourite is to take student teachers to stand outside and near Coelho's childhood home, right behind university where Anthony reads **Binley House**, Joseph's poem about the tower block we can see, where he grew up.

"TV aerials like dead branches,
Satellite dishes like dead eyes,
Rusted, but still they stared.
It was a zombie of a block" (Coelho, 2017)

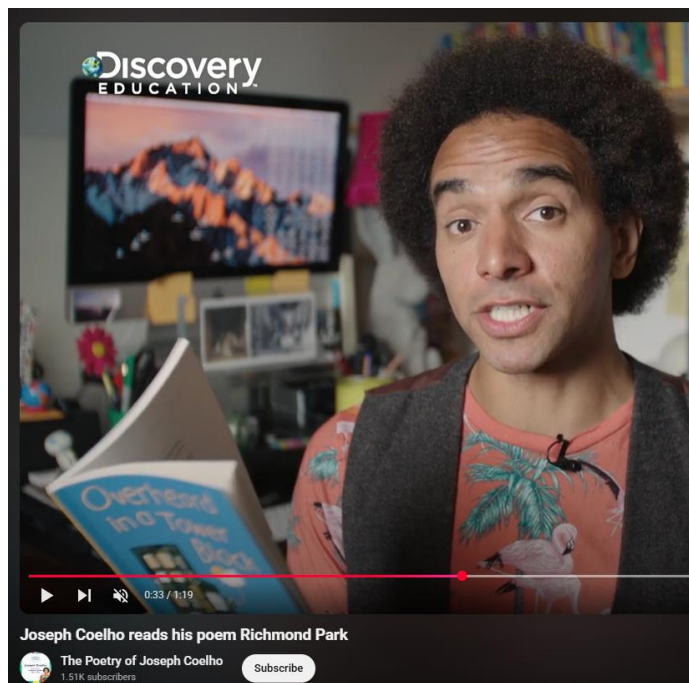
Anthony asked him, did he have any reflection on the power of place and urban settings in poetry as much of this can be found in his popular 2017 collection *Overheard in a Tower Block* (Otter-Barry books).

Joseph said that Roehampton's Alton Estate net to the university is the largest council estate in Europe and "totally informed what he was writing about". He described Roehampton as "a strange area" with a rich mix of grand manor houses from the 1800s – much different to today or the view of what he grew up next to. He talked longingly about playing out in the gardens of these houses, those like Grove House at Froebel College.

Contrasts: Villas and Manor Houses and the Alton Estate, Roehampton. Joseph Coelho's childhood playground. Photo: Anthony Barlow



"I had this sort of weird intermingling of these very luxurious, but I guess what you say, sort of 'deflated' settings, as well as these big, concrete Brutalist blocks. I write about both things, because that's, that's what I grew up in."



Coelho talked, too, about the importance of libraries and local arts organisations, citing England's leading spoken word poetry organisation in particular, "meeting poets that were writing about all sorts of things, because they were all sorts of people from all sorts of places. And I saw all that as 'the poetry of the streets'; it was everyone, represented from across societies and communities. That's what really brought writing a life for me, because it felt like *this is for everyone*, it is immediately accessible, and that's why I always 'bang on' about poetry, especially if you've got those reluctant readers and those reluctant writers, it tends to be a short form." Coelho talked of poetry being "hugely accessible", but that we must lose the "baggage" of poetry and not have it "done to

While he loved analyzing a good poem, if this is the only way learners are introduced to poetry, “it can be quite for putting and if you're never shown that you can be a poet, that you can be a writer, that you can write about in your own environment, and it be valid and worthy and brilliant, then why would you show any interest in writing? Why would you show any interest in reading?” He concluded that he was lucky to have these touch points quite early on, where language play and fun with words was part of his home.

“Another thing I've seen teachers do is just putting poems up on the wall, not to be studied, but just to be discovered. I think that's just such a simple, easy thing to do, and so immediate, and you'll find students will start asking you about them, because kids are curious.”

Thanks to Joseph for such a full and interesting answer! **Anthony Barlow, Subject Leader for Geography**

You can find Joseph's poems online reflecting locations near to the university such as his poem Richmond Park <https://www.youtube.com/watch?v=iFML3ggHxr8>
<https://www.thepoetryofjosephcoelho.com/books/>



The grand surroundings of Wellington College, well worth trying to get tickets in July next year. Why not consider putting in an application to speak next year! <https://educationfest.co.uk/>

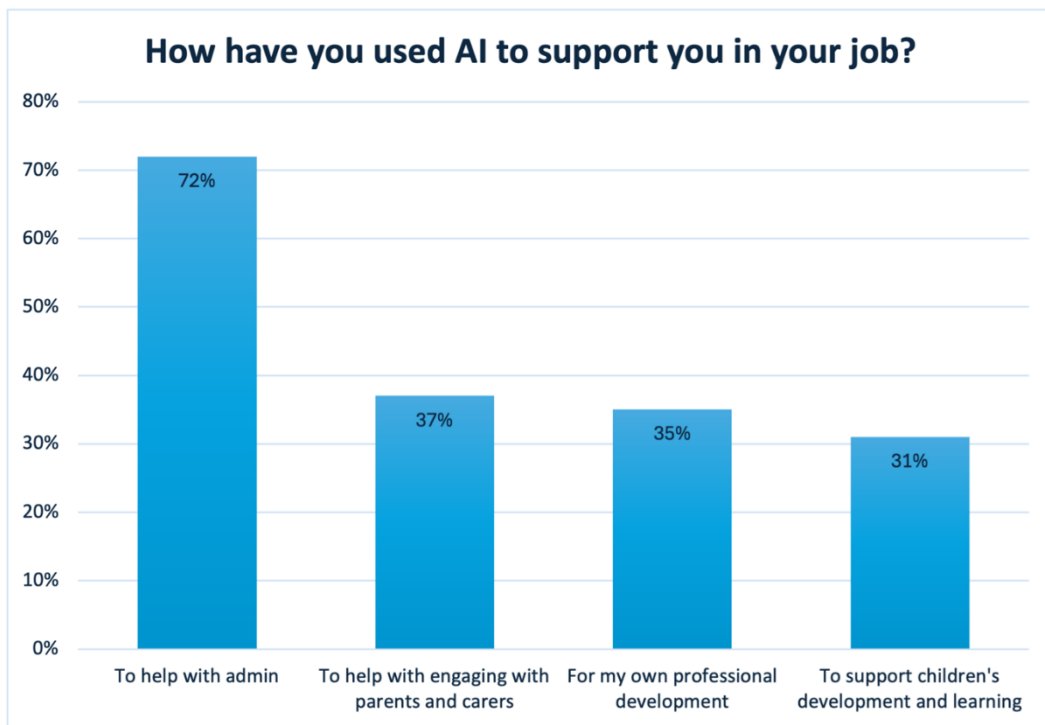
Artificial intelligence and the early years

Ben Case, Education Advisor at Tapestry and a former primary school teacher, examines what we can learn about the use of AI in the early years from recent survey insights.

Since the launch of ChatGPT in November 2022, the use of artificial intelligence in people's working lives has become a much more tangible presence. So, how is it impacting the early years? The recent [Tapestry survey](#), drawing on the experiences of more than 580 early years

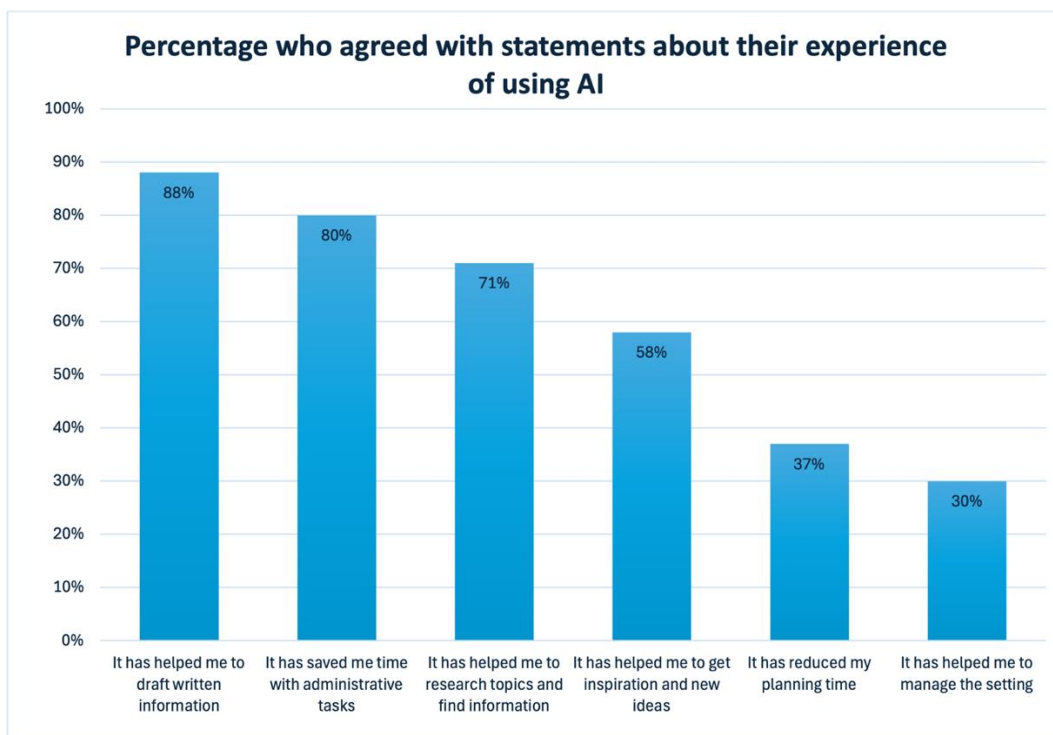
educators, offers timely insights into the adoption, benefits, and concerns surrounding AI in our sector, revealing a fascinating picture of its emerging role.

Artificial intelligence tools are now part of many people’s working lives and a third (33%) of respondents said they had used AI in the past year to help them in their roles.



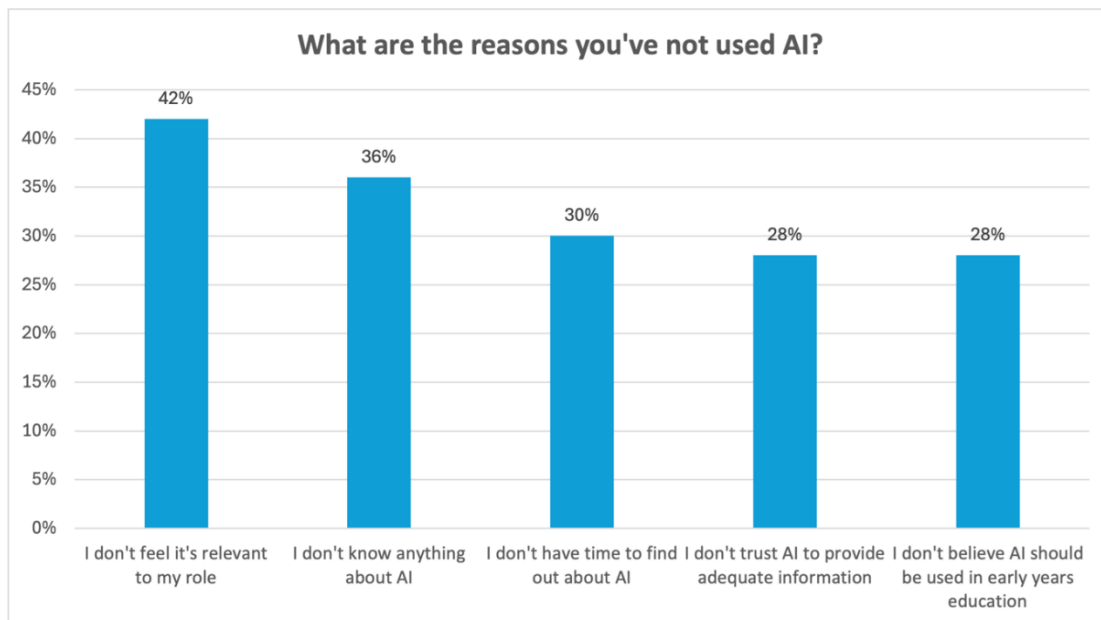
Although use of AI for admin-related work was the most common use by far, it was interesting to see that educators were using AI in other areas of work in the early years.

We also asked respondents to rank statements, and the three areas with most agreement (more than 70%) focused on administration (again), tasks around drafting written information, and researching topics and information.



The findings also highlighted that fewer respondents felt it had specifically *reduced* their planning time. However, this may be because they have not used AI to help them with planning.

Two thirds of early years educators had not used AI in the past to support aspects of their jobs. The findings linked to these responses showed a wide range of reasons, the only one that stood out was that respondents not feel it was relevant to their role.



Over half (53%) of those who weren't using AI were undecided about whether they would use it in the future. This suggests that there's still quite a significant number who may use AI if they have more reason to do so or have access to training and support.

It's important to acknowledge that many of the tools now widely used in settings, schools and offices are powered by some form of AI. Google Search, Microsoft Word with Copilot, and Gemini are all examples. So, it's highly probable that some respondents may have used AI without consciously knowing.

Whether or not respondents had used AI, the two key concerns were the same - namely the reliability and accuracy of information and whether uploaded data could be accessed by others. The lack of regulation over the use of AI and that it's not been widely tested in early years were also concerns. Few respondents felt that AI would replicate all, or part, of their job.

Two-fifths of respondents (43%) also felt that AI had not been widely tested in the early years. More research and evaluation of AI in the early years is needed, and [Ofsted's recent review](#) of AI in schools and further education has drawn a similar conclusion.

Despite concerns, most believe that the use of AI will increase in the early years. Indeed, many of those who had used AI reported that their use had increased in the past year, and although 16% stated it had remained the same, no-one said it had reduced.

The Tapestry survey shows that AI is becoming an undeniable part of the early years landscape, **with its use predicted to increase. But we also found that** educators want to ensure **the use of AI** is grounded in the needs of educators, and how they can best support children's learning and development. Tools need to be educator-led, not AI-led, they need to be easy to

use, safe and secure. Alongside this, there's also a clear need for training so that early years educators can feel confident that they can use AI tools responsibly, effectively and ethically.

Ben Case is Education Advisor at Tapestry and a former primary teacher. For more information about the survey findings have a read of the detailed analysis: <https://tapestry.info/tapestry-early-years-education-survey-2025-what-we-learnt/>

Apply for Froebel Certificate Courses – start date October 2025

The course is offered at two levels to meet the needs of participants with a range of backgrounds and experience.

1. Froebel Professional Practice Certificate (level 4) in Early Childhood
2. Froebel Professional Development Certificate (level 6) in Early Childhood

Level 4 is open to all those with relevant experience (two years or equivalent) of work with young children in any setting.

Level 6 is open to all those with relevant experience (two years or equivalent) of work with young children in any setting and prior study, normally at level 5 or above.

If you are interested in the course but do not have experience in an early years setting please contact us to discuss which level would be best for you.

If you have further queries about the course, please contact the course convenor Dr Fengling Tang: f.tang@roehampton.ac.uk and froebelcertificates@roehampton.ac.uk.

The course fee for the academic year 2025 - 2026 is £1,240. The courses are provided in partnership with the Froebel Trust.

Froebel Trust provides bursaries to help with tuition fees. Successful applicants will be awarded £550 and only need to pay the remaining £690.

What do our past students say:

"These days together at Roehampton are so very valuable. All very thought provoking and enlightening."

"Even after completing an MA in ECS I still found that I learnt, understood, reflected, questioned and experienced a lot during this course."

"The course was really beneficial to me. In a job interview that I went to recently I used the course as one of my selling points and the interviewer said that they know Roehampton University and they appreciate it."

"The course looks at key principles underpinning a Froebelian approach today and what these might look like in practice. It aims to help you reflect on your own practice and to develop and justify an informed approach to pedagogy in the early years."

For more information and to download an application form click [here](#)

Subject Advisory Panels: Autumn 2025

In Autumn and Spring we hold Subject Advisory Panels for each subject, open to all teachers in our partner schools. The focus of these sessions will be to give subject updates, keeping school colleagues abreast of current research in your subject, guiding them to resources and your Subject Association. All panels will be online, and full details of the Autumn sessions are in the table below. Please register your attendance here: <https://forms.office.com/e/2VfadVZfvv>
Links to access the sessions are in the table below.

| Subject | Date and time | Online Meeting link |
|--------------------|---|---|
| Art and Design | Jo Nugent Tuesday 21 st October 16.00 - 17.00 | Join the meeting now Meeting ID: 360 630 962 179 5 Passcode: AB2Vk3sM |
| Computing | Lynda Chinaka Thursday 6 November 4-5pm | Join the meeting now Meeting ID: 358 517 064 521 0 Passcode: bY3T59dp |
| English | Kerenza Ghosh Wednesday 8 th October 16:00 – 17:00 | Join the meeting now Meeting ID: 317 127 257 612 5 Passcode: y5zw9pw7 |
| Geography | Wednesday 1 st October 16:00 | Join the meeting now Meeting ID: 386 819 553 970 8 Passcode: CR9q8bn3 |
| History | Wednesday October 15 th 16:00-17:00 | Join the meeting now Meeting ID: 354 659 887 459 7 Passcode: iE6wv3T7 |
| Mathematics | Wednesday 19 th November 4-5pm | Join the meeting now Meeting ID: 318 629 967 766 3 Passcode: i4V5U3np |
| Physical Education | Wednesday 12 th November 4–5 pm | Join the meeting now Meeting ID: 359 528 074 603 8 Passcode: dr6td7uj |
| Science | Wednesday 5 th November 4–5 pm | Join the meeting now Meeting ID: 340 703 239 608 2 Passcode: tp9sB2By |

Subject CPD for Mentors 2025/26

You are warmly invited to our subject CPD sessions, run by our Subject Leads at Roehampton. The focus will be best practice in mentoring and observing in the subject across all primary phases, and current research/developments within the subject area. Sessions will be 1 hour, online

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 |
|--------------|---|--|---|
| Art & Design | Jo Nugent jo.nugent@roehampton.ac.uk | Tuesday 27th January 16.00 - 17.00 | Join the meeting now Meeting ID: 370 857 374 709 5 Passcode: En9od36t |
| Computing | Lynda Chinaka Lynda.chinaka@roehampton.ac.uk | Wednesday 4 th February | Join the meeting now Meeting ID: 334 280 740 905 0 Passcode: CW3Gr9Uq |
| English | Anna Harrison and Steph Laird anna.harrison@roehampton.ac.uk s.laird@roehampton.ac.uk | Wednesday 10th June 2026 16:00-17:00 | Join the meeting now Meeting ID: 329 200 520 838 7 Passcode: hv9Ne6du |
| Geography | Anthony Barlow anthony.barlow@roehampton.ac.uk | Wednesday 15th October 16:00 –17:00 | Join the meeting now Meeting ID: 346 556 481 256 7 Passcode: QH7Xm3ss |
| History | Susie Townsend susan.townsend@roehampton.ac.uk | Tuesday 25 th November 16:00-17:00 | Join the meeting now Meeting ID: 374 430 408 405 5 Passcode: mh9Bx2bW |
| Maths | Lorraine Hartley lorraine.hartley@roehampton.ac.uk | Wednesday 3rd June 2026 4pm-5pm | Join the meeting now Meeting ID: 342 818 703 299 4 Passcode: zV7HQ27n |
| PE | Emerick Kaitell e.kaitell@roehampton.ac.uk | Thursday 4th December 2025 16:00 –17:00 | Teams Link |
| PSHE | Sarah Leonard sarah.leonard@roehampton.ac.uk | Thursday, 5 th March 2026 16:00 – 17:00 | Join the meeting now Meeting ID: 326 578 053 795 5 Passcode: 86Gi3Zi9 |
| Science | Nicola Treby nicola.treby@roehampton.ac.uk | Tuesday 2nd December 2025 16:00 –17:00 | Join the meeting now Meeting ID: 348 055 653 844 0 Passcode: vj7Uk7Y8 |

Elm Grove Conference Centre and Guest Rooms at Roehampton

Roehampton Venues SW15 on the edge of Richmond Park is conveniently accessible from



central London connected by Hammersmith and Barnes train lines. At the heart of Roehampton Venues sits our dedicated [Elm Grove Conference Centre](#), a great purpose-built space to hold your next event. We can offer a special daily delegate rate for Elm Grove of £45.00 per person for a full day event which includes all catering and refreshments.



Elm Grove Conference Centre also has 31 en-suite bedrooms, available to book all year round. All bedrooms come with standard hotel amenities and complimentary Wi-Fi. Bedrooms start from £96 including VAT per room per night. [Guest Bedrooms - Roehampton Venues](#)

Follow along with all of the wider conference team events and activities by visiting the [RoeVenues Instagram account!](#)

The contact details for the team are; Email – conferences@roehampton.ac.uk. Phone – 020 8392 3505 (also listed on our [website](#))



Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to bprimary@roehampton.ac.uk and 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

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

Key subject/research interests: Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picturebooks, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

Professional Links: Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

Key subject/research interests: The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

Professional Links: Member of the United Kingdom Literacy Association (UKLA)



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

Key subject / research interest: Relativity and History, experiential learning, historic fiction and diversity.

Professional links: Regular contributor to Primary History journal and to Historical Association conferences.

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

Key subject/research interests: Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

Professional Links: ATM/MA; NCETM and consultancy in schools.



Subject: Art and Design

Subject Lead Name: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

Key subject/research interests: Primary Art and Design education; holistic education; broad and balanced curriculum.

Professional Links: NSEAD; NAPTEC; NASBTT (Associate Consultant for Primary Art and Design)

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

Email: s.miles-pearson@roehampton.ac.uk

Telephone: 0208 392 5781

Key subject/research interests: CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



Subject: Science

Subject Lead Name: Dr Nicola Treby

Email: nicola.treby@roehampton.ac.uk

Telephone: 020 8392 3263

Key subject/research interests: Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.

Subject: Physical Education

Subject Lead Name: Emerick Kaitell

Email:

Telephone:

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

Head of Primary Initial Teacher Education: Sarah Leonard

email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin

email: natalie.rankin@roehampton.ac.uk

BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

email: anthony.barlow@roehampton.ac.uk

PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

email: s.laird@roehampton.ac.uk