

**Primary Schools Partnership
April Newsletter**



20
25

A message from our Deputy Dean

Dear colleagues,

I hope you all had a restful break.

We are in the last stretch for the current final year BA students and the PGCE students. A lot of work has gone in from everyone involved to keep the supply line of great new teachers as strong as possible.

We know that a number of our students have additional support needs that require recognition and action in order for them to complete their journey to QTS. We are also minded by the need to meet the requirements emerging from the [Abrahart ruling](#). The ruling stated that Universities have a duty of care to make reasonable adjustments for students, as appropriate, and that these needs do not need to be formally declared. The Equality and Human Rights Commission website states that; 'the duty to make reasonable adjustments is an anticipatory duty, meaning providers should have thought about what adjustments they ought to make to matters affecting all students, prior to becoming aware of a specific student's disability.'

To provide clear opportunities for students to share needs that they require support with, we will be introducing a new process for next academic year. This will be called a Placement Reasonable Adjustments Form (PRAF). Students will be signposted to meet with our Disabilities Team. They will meet and complete the PRAF part 1 together where they signal additional needs they may have. Stage 2 will involve the student meeting with key University staff who work closely with them such as their tutor or Lead Mentor. This meeting will explore what types of adjustments they may require. The final stage is to meet with their tutor/Lead Mentor and the school at the Agreed Procedures meeting to look at how these needs could be met on placement.

If a student signals a need after the placement has started then they can be signposted back to the UoR disabilities team to initiate the process. Depending on the scale the needs identified, it may be necessary to institute an Occupational Health referral.

We are hoping that this process will provide structure and clarity so that student needs can be identified and met wherever reasonable. We will build training on this process into the mentor training schedule for next year so colleagues feel confident with it.

Best Wishes,

Matthew Sossick

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Matthew Sossick

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

In this issue

We have another packed newsletter for you, including our PGCE students visiting the London Wetlands Centre, Thinking about Sports Day, news from The Froebel Early Years Conference and alumna Marjorie Hodnett celebrating a very special Birthday. We are also trialling a new 'events' section with opportunities for primary school participation. One of these events, The Wandsworth Heritage Festival includes sessions from our archive teams.



Primary Science visit to the WWT London Wetland Centre

On Friday 4th April 2025 our postgraduate trainee teachers embarked on a visit to [WWT London Wetland Centre](#). The nature reserve is situated in Barnes and was previously the site of disused reservoirs. In 2000, following an extensive conversion project, the centre was opened to the public. Since then, the nature reserve has become a well-established home to a diverse range of birds. Additionally, the centre has developed a variety of valuable learning sessions for schools which aim to help children learn more about the natural world and encourage them to connect with nature.



During the day, our trainee teachers took part in activities designed for visiting KS1 and 2 school groups. We asked our trainees to 'think like a teacher' and consider how they would prepare children for a visit to the wetland centre, manage the children throughout the day and ensure that the activities lead to further learning opportunities when the children returned to school. Feedback from trainees was very positive – here's a selection:

What did you enjoy?	What did you learn?
I really enjoyed the hands-on, immersive experience of exploring the wetland habitats. It was inspiring to see how outdoor learning can be used effectively to engage children with nature and environmental education.	I actively thought about things to consider when planning trips. I didn't know that there were opportunities for funded trips to the wetland centre and it was helpful to develop my knowledge of the types of activities provided.
Hearing how WTT benefits children academically, physically and emotionally.	Lots to plan re logistics, not only activities, and how to make activities meaningful for the children.

The opportunity to think about school trips from different perspectives and the importance of having more informal learning time with peers.	The importance of teaching children that animals can travel from one country to another, having multiple homes and emphasising that plants are living things - not to damage them (pond dipping).
I enjoyed being in nature and spotting different animals in their natural habitats.	The visit was very hands on with clear guidance on how to prepare for a school trip.
Exploring the site with friends, the freedom to explore independently with the scaffolding of the timetable.	



If you haven't previously considered taking children to visit WWT London Wetland Centre, we would highly recommend that you do so. We also wanted to let you know that your school may be eligible for a fully funded visit to the centre as part of a project called 'Generation Wild'. Further information about the project can be found [here](#).

The project is currently extending the offer of a fully funded visit to the WWT London Wetland Centre to schools where over 25% of children are in receipt of free school meals. Further details about the offer

and eligibility criteria can be found [here](#). There are no further spaces for the 2024 - 2025 academic year but we would encourage you to book ahead for the academic year 2025 - 2026. If you have any questions about the program, please contact paul.lawston@wwt.org.uk

The fully funded school offer includes the following:

A free school visit for your class designed for Years 1-6 to one of our wetland centres, **including free transport**.

A free family visit for every child in your class and their family

School and family access to a **website containing [nature-connection activities](#)** for every season

[Curriculum resource packs](#) with activities linking to the project

Specially-designed certificates and badges for the children

[Chance to win £500 towards nature equipment](#) for your school

Dr Nicola Treby

The Froebel Conference – Inspiring Early Learning by Amanda Burton-Smith



I attended the Froebel Conference, 'Inspiring Early Learning' in Sheffield in March to inform my professional development as an educator and as a lead mentor with the University of Roehampton. The approach introduced by Friedrich Froebel (1782 - 1852) pioneered the idea that young children should be nurtured as part of their community. He promoted the benefits of children engaging with nature and making connections between the reciprocal relationships they have with themselves, others and the universe.

Froebel created the kindergarten as a place where young children could play and learn, in what he described as 'a garden for children'. The Froebel Trust provides materials and professional learning opportunities, many of which are freely available via the [Froebel Trust Website](#), to bring the Froebelian Principles into today's educational world. The principle of a 'Knowledgeable, Nurturing Educator' is relevant at all stages of education.

Froebel urged educators to start from where the child is. This is a relevant aspect of Initial Teacher Education for 'starting where the student is' because student teachers can begin their training with such a wide variety of prior life experience.

Froebel encouraged educators to get to know and understand themselves. Today being 'Reflective' is a value of our Froebel College, School of Education and an essential ingredient of our ongoing professional development. 'Relationships Matter' is a Froebelian principle that emphasises the interplay of relationships between a learner, themselves, and the world around them. A student teacher nurtures the pupils in their classes and equally benefits from the nurture of their mentor. Attending a conference enables an educator to link up with others to learn collaboratively from and with each other.

In her speech entitled 'Play Coordinates all Learning', Dr Stella Louis emphasised the need for educators to be trained in child development. She urged educators to observe children playing freely to understand their developmental stage and to start from where they are when providing relevant learning opportunities.

In 'Children making meaning: towards a drawing pedagogy', Professor Cathy Nutbrown identified the importance of educators listening to children who are drawing, to hear from the child what their drawing represents, rather than assigning our own meaning or dictating how a drawing should look. Cathy displayed children's drawings supported by annotations of what the children said about them. This enabled us to gain insight into the depth of thought a child's drawing can represent. All too easily, we either assume we know what the drawing is, dismiss anything we can't identify or provide children with a predefined model or an outline to copy, trace or 'colour in' at a vital stage of development, which Cathy explained as a time when they are 'trying on their identity'.



Workshops were held for delegates to try out Froebelian occupations which included clay, sewing and woodwork. I learned a lot from a workshop about providing Heuristic Play for very young children who are mobile and Treasure Basket experiences for babies who can sit, developed by Elinor Goldschmied who trained at the Froebel College. In the clay workshop, the emphasis was on providing children with the freedom to explore the process of feeling the clay in their own time. Sadly, in so many early years settings and classrooms, clay appears as a medium to 'make something' rather than as an experience. The techniques of manipulating and joining clay to create 'something' can be built upon the foundation of purely playing with clay in the years that will follow, but this purely play stage is an essential layer of learning and development.

In her reflective and poignant speech, 'Taking a Froebelian Path in Bewildering Times', Jane Whinnett (MBE) narrated her own journey to Germany to visit the places where Froebel had set up kindergartens and schools. Jane literally walked in Froebel's footsteps which she encouraged educators to do in the more metaphorical sense by following the Froebelian Principles which are so important in today's world, to slow down our pedagogy to make time to support child development within the context of each child and their family.

Walking through the beautiful Peace Garden with its reflective spheres and emerging blossoms

amidst the urban city centre on my way to Sheffield Hallam University set the mood perfectly for a whole day of inspiring and nurturing learning and reflection.

The memorable top five points of learning I am taking forward are to:

- Slow things down, learning should never be hurried.
- Protect time to play because play is deeply meaningful and memorable.
- Observe and listen to the learner (learners can be babies, children or adults)
- Think deeply about what educational experience is going to provide a learner with what they need at any point in their life and avoid unnecessary overload of irrelevant information.
- Understand the expected pathway of development and how best to encourage it, then adapt my practice to take each learner in the direction and at the pace that is most appropriate for them, starting from where they are.



Southlands College alumna, Marjorie Hodnett, turns 111 years old.



Marjorie Hodnett, Southlands College alumna turned 111 years old on Tuesday 1 April 2025. Marjorie is the university's oldest alumna and became a supercentenarian in 2024. She is the 9th oldest person in the United Kingdom and is believed to be the 124th oldest person in the world. Born in 1914, she was raised as a Methodist and attributes her longevity to John Wesley's rule of life; "Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, to all the people you can, as long as ever you can." Marjorie is one of many teachers who trained at the founding colleges of the university, studying at Southlands College from 1932 to 1934.

Her passion for teaching comes from her mother who wanted her to work in education as there were few opportunities for women at the time. During her time at Southlands, Marjorie was a student leader and had the role of Accommodation Officer, responsible for ensuring the lights were turned off at night and that teachers at the college had the supplies they needed for class. Marjorie specialised in French, geography, handwork and needlework.



As well as being an educator, she was passionate about the arts, women's rights and community engagement. Serving as the President of the Sidbury Women's Institute, volunteered with Meals and Wheels and even led a choir until she was 95. She sang at the 1948 Olympic Opening Ceremony in London. In 2016, she published a book of her poetry to help raise funds for the garden at her sheltered

accommodation, Abbeyfield Court.

An interesting reflection about Marjorie's story is that the subject she studied, the student leadership role she undertook, and her interests are still areas that students at the University of Roehampton are passionate about. In 2017, at 103 years old, Marjorie received an Honorary Degree from the University of Roehampton.



Students at Southlands College have made a happy birthday video to be played to Marjorie at her care home; illustrating the kindness and compassion of students. The Southlands Spirit is still shining strong 153 years after its foundation.

By Lewis Redfern. With thanks to *Southlands College Archives* for the photographs.

To do a Sports Day or Not to do a Sports Day? That is the question.



[This Photo](#) by Unknown Author is licensed under [CC BY](#)

The sunshine is out, the flowers are blooming, the smell is sweeter, and people are smiling more. It must be the summer term at school. However, the challenge for Physical Education (PE) Leaders is that the Sports Day is upon us. The anxiety levels rise as we attempt to organise the classes, venues, timetables, events and children. In addition, accommodating the parent's involvement adds another layer of anxiety.

As the Primary Physical Education Lead at the University of Roehampton, I have experienced many such events throughout my teaching career and beyond. One pressing question arises: Why

do we need a sports day? What is its purpose? Who is it for? How does it reflect our physical education curriculum? These questions stem from the challenges faced by PE Leads, as many sports days often feel disconnected from the curriculum. Moreover, how can we ensure that all children are involved, especially when previous experiences have highlighted the sedentary nature of spectating rather than participating in activities?

The overriding concern here is how we prepare children for competition. The PE curriculum indicates the need to experience competition against oneself and others. How does your PE curriculum accommodate the skills to cope with competition? Designing a developmental approach that incorporates physical, social, cognitive, and emotional skills is essential. Moreover, the development ought to coincide with the development of activities throughout the years at school. As the child progresses through the school years, the activities should increase in difficulty and complexity to challenge the child appropriately. The challenge is to ensure that competition is developed through the school years to assist the child coping with competitive environments.

Are sports days aligned with the development stages?

One tool I came across was from [Real PE](#), which identified two main areas for competition with sub-themes in each. Firstly, indirect competition is the main theme with personal best, against one another in turn and against another at the same time as the sub-themes. Direct competition is the other main theme with barriers with no physical interaction, the same playing area with no contact and the same playing area with contact as the sub-themes.

It is crucial to evaluate how competition is integrated into the curriculum and to ensure that sports days are meaningful and connected to PE curriculum objectives. The Real PE resources offer valuable tools for linking curriculum, competition, and sports day. I look forward to seeing how all children engage in sports day activities related to the curriculum, which provides a developmental framework for competition.

I welcome the opportunity to listen to your ideas.

Claim funding for mentor training from the DfE

<https://claim-funding-for-mentor-training.education.gov.uk/>

Schools can use this service to make a claim for the time spent becoming a mentor for BA1, PG Core, Lead Partner and Apprentice student teachers. Schools cannot claim for mentor training completed for BA2 or BA3 students.

Schools can register now via the above link, and they will then be emailed reminders of claim opening dates and deadlines. Schools will then be able to submit claims from May 2025.

Queries on using the service can be addressed to: ittmentor.funding@education.gov.uk

Teaching Assistant Internship Programme - Reminder

The University has a funded internship for prospective teachers looking to gain classroom experience. The University has announced an opportunity for a student to work as an



apprentice for 20 days. The University will pay the internee whilst they work for you. This provides an opportunity for a student who may be considering a career in teaching to gain valuable classroom experience. You would benefit from having a keen person working alongside a teacher in a classroom. The internee would start and finish in the summer term. Days and weeks can be negotiated. The internee will apply for a DBS once they have been successful. The candidate will also go through a rigorous recruitment process.

If you are interested in offering a role to an internee please contact Matthew Sossick (matthew.sossick@roehampton.ac.uk).

Play Matters (Free download)

Play matters (Early Years Review, 2025) shared by Dr Angela Scollan from Middlesex University:

Dear advocate for children,

All children have the right to play.

The Play Matters document celebrates sector collaboration, shared voices and shared vision that positions play at the heart of what we do with and for young children.

We are delighted to share the link to the Play Matters document below. Please share it with colleagues, stakeholders, students, provision and families to promote play with and for young children 'adults do not give play to children, children already own play, play is their right!'

Play Matters free to download here: <https://lnkd.in/eR-GdyHr>

Events

Wandsworth Heritage Festival

For the third consecutive year, the University College Archives are participating in the Wandsworth Heritage Festival. We invite everyone from across the Wandsworth borough—and beyond—to discover the University's rich heritage through our archives.

In response to this year's festival theme, Art, the Froebel and Whitelands Archives will be hosting two special events. These events form part of the wider London Borough of Culture programme, celebrating the unique artistic and educational legacies preserved within our collections.

Using its extensive collection of student work, the Froebel Archive will present a talk and workshop on 18th June exploring Froebel's Principles of the Gifts and Occupations and their influence on the art world of the early 20th century. Spoiler alert—participants will have the chance to tap into their own creativity during the session.

On 23rd June, the Whitelands College Archive will lead a guided tour on the Art and Artefacts of Whitelands College, showcasing works by renowned figures such as William Morris, Edward Burne-Jones, John Ruskin, Kate Faulkner, George Frederic Watts, Omar Ramsden and Alwyn Carr, Anna Richards Brewster, Douglas Chandor, Arthur George Walker, Oswald Hornby, and Joseph Birley.

See <https://welcometowandsworth.com/events/BU-wandsworth-heritage-festival/> for more information.

Shaping Positive Reader Identities: Drawing on extensive Reading for Pleasure

research led by Prof. Teresa Cremin, members of the OURfP team will discuss recent findings about informal book talk with young readers, linking this to oracy, reading engagement and readers' identities. This Literacy and Social Justice Centre seminar is on Tuesday 20th May, online from 2-3pm (see booking info below).

The graphic is a yellow rectangular banner with a subtle wavy pattern. It features four circular portrait photos of speakers: Prof. Teresa Cremin (top left), Dr. Helen Hendry (top right), Dr. Lucy Rodriguez-Leon (bottom left), and Dr. Samantha Hulston (bottom right). Each photo is set within a blue and green circular frame. In the center, the text reads: **INFORMAL BOOK TALK:**
Shaping positive reader identities
Online Seminar
20th May
2-3pm. At the bottom, there are three logos: the Centre for Literacy and Social Justice (a red book icon), the University of Roehampton (a green 'R' logo), and The Open University (a blue square logo).

[Book your place via Eventbrite](#)

[You can also sign up to receive the monthly newsletter via this link](#)

Pudsey joins the BBC Moodboosters Live Lesson line-up.

Everyone's favourite bandana-wearing bear, Pudsey, will be making a special guest appearance as BBC Moodboosters teams up with BBC Children in Need for a Live Lesson to be broadcast on Friday 9 May.



He'll join hosts, Rhys Stephenson and Evie Pickerill, for a 30-minute lesson packed with techniques to help children deal with their worries, keep calm and build self-belief. Mental health expert, Dr Tharaka Gunarathne, will be in the Zen Den offering practical advice throughout. The programme will dip into the BBC Moodboosters collection to encourage children to get active whilst supporting their mental health and wellbeing.

Dr Ranj Singh will be showing children how to practice affirmation. Strictly Come Dancing winner, Oti Mabuse, will be breathing away their worries. And Rhys will be showing pupils how to be more present.

The BBC Moodboosters Live Lesson will be available from 9am on the BBC Bitesize website, and broadcast at 11am on CBBC and BBC iPlayer. A teaching guide and activity sheets are available to download on the BBC Bitesize website.

Schools can get involved by emailing their shout-outs to live.lessons@bbc.co.uk with Moodboosters as the subject or by using the hashtag #BBCLiveLessons.
www.bbc.co.uk/teach.

Reminder: Information on registering for the - Royal Opera House National Schools Program

See how props, scenery and lighting transform the stage as you Discover Ballet and Discover Opera!

Discover Ballet (Summer '25): Join the Royal Ballet for our FREE, fun-filled 1-hour 'Discover Ballet' Live Lesson especially for primary school children. This ballet taster will introduce your students to the world of dance by bringing the Royal Ballet LIVE into your classroom!

Wednesday, 21st May 2025 10:45-11:45 am

Register - [Royal Opera House National Schools Program](#)

Discover Opera (Summer '25): Join the Royal Opera for our FREE, fun-filled 1-hour 'Discover Opera' Live Lesson especially for primary school children. This Opera taster will introduce your students to the world of opera by bringing the Royal Opera LIVE into your classroom!

Friday, 23rd May 2025 10:45-11:30 am

Register - [Royal Opera House National Schools Program](#)

I can see the sea resources – free teacher walkthrough (KS2/KS3) from The Royal Geographical Society with IBG

This event on 6th May offers educators hands-on experience with some of the lessons in the 'I can see the sea' module and help them build confidence to deliver the content to their classes.

Participants will also have an opportunity to hear from one of the academics from the project, sharing their inspiration behind the study of oceans through aquariums.

This event is for those who teach Geography to 7-13 year-olds and is perfect for gaining practical tools and insights to effectively teach this exciting new topic from the Royal Geographical Society.

For more information, including booking click [here](#)

The Royal Geographical Society's (RGS) Young Geographer of the Year

This year's Young Geographer of the Year theme is *Understanding Islands*.



It is estimated that our planet contains almost 670,000 islands, of which around 11,000 are permanently inhabited. Islands have a unique geography; their landscapes, demographics and coastlines vary massively.

Some are barren, deserts or rocky outcrops, others lush vegetation havens for a range of unique wildlife and plant species. There are islands seen by many as popular holiday destinations, and there are others that are inaccessible or many miles from civilisation. Every island is unique, and every island has its challenges.

We are looking for eye-catching, creative and informative posters that delve into the socio-economic, cultural, political and physical aspects of a range of islands, showcasing their features and exploring how islands can be connected through the challenges that they face and the solutions they use to address those challenges.

How to enter

There are four categories: KS2 (pupils aged 7-11), KS3 (pupils aged 11-14), KS4 or GCSE equivalent (pupils aged 14-16), and KS5 or A Level equivalent (pupils aged 16-18).

All entries must adhere to the [entry criteria](#) for the relevant age category, and should be eye-catching, innovative, informative and accurate.

Henley Literary Festival Schools Programme – Live Stream

The Schools Programme for Henley Literary Festival is available to stream for free to schools everywhere. The ever-popular schools programme, supported by the Fane Group, takes place each weekday morning (6-10 October) and is now available to book. Schools can either attend in person, with each child receiving a book as part of their ticket, or watch online for free. Click [here](#) for more information.

Subject CPD for Mentors 24/25 Remaining Session

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
English	Anna Harrison and Steph Laird anna.harrison@roehampton.ac.uk s.laird@roehampton.ac.uk	Wednesday 11 th June 2025 16.00-17.00	Join the meeting now Meeting ID: 354 374 323 228 Passcode: 8eK5dB

Reminder: Please do share the poster below and print out to put on staffroom noticeboards. Do share with parents and colleagues working in schools who might wish to know more.



Advance Your Career with a BA Degree in Primary Education with QTS

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** Subject to passing all modules and meeting progression levels.*

Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to baprimary@roehampton.ac.uk and pgprimary@roehampton.ac.uk, and we will share these with our current students and graduates from last academic year.

Our Primary Subject Leads



Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

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

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Telephone:

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





Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

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

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

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

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

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



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

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

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

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

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

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





Subject: Art and Design

Subject Lead Name: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

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

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

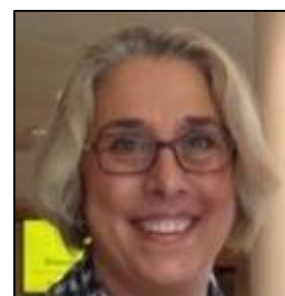
Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

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

Telephone: 0208 392 5781

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



Subject: 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