

**Primary Schools Partnership  
March Newsletter**



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25

## A message from our Deputy Dean

Dear colleagues,

Wishing you a happy spring and a welcome break at Easter.

The interim report on the [Curriculum and Assessment Review](#) has suggested some potentially welcome developments. It has reported that the DfE may consider reducing the volume of content in GCSEs and to consider the limitations placed on a broad and balanced curriculum by the EBacc. For more details please do read the report.

We are keen to promote our new Teacher Degree Apprenticeship. Schools may be keen to know about this route into teaching. We are already getting enquiries from schools who have a Teaching Assistant working with them who does not have a degree but who wants a route to QTS. If you are interested in attending a webinar about this, please do contact [jack.de-france@roehampton.ac.uk](mailto:jack.de-france@roehampton.ac.uk) who can send an invitation. For more information please do consult our website page [Teacher Degree Apprenticeship | University of Roehampton, London](#).

Another route to QTS is the Assessment Only route. This is for teaching assistants who are effectively taking on the role of a class teacher but don't have the QTS recognition. They should be teaching across the curriculum, planning and marking. They also need a minimum of 2 years' experience which includes working in at least 2 schools. We are launching this from September, and I will share more news closer to the time. If you have queries now please contact me.

Best Wishes,

Matthew Sossick

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

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### In this issue

Read all about some of our remarkable women in our Special Exhibition at Southlands College. Learn about our new Speech and Language Lecturer, Hannah Balogun. There are several events to tell you about including an introduction to doctoral study at Roehampton, Earth Day (from the BBC), resources and training from The Royal Opera House and the Froebel Festival from The Froebel Partnership and a few more things that we hope will be of interest.



## 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](mailto:ittmentor.funding@education.gov.uk)

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## Teaching Assistant Internship Programme

The University is excited to announce 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](mailto:matthew.sossick@roehampton.ac.uk)).

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## Remarkable Women for Women's History Month 2025 By Stevie Russell, Academic Engagement Librarian.

March is Women's History Month, with [International Women's Day](#) celebrated around the world on the 8th. This year's WHM theme is "Moving Forward Together! Women Educating and Inspiring Generations"- a perfect fit with Roehampton University's long history of female leadership in education. To mark this event, Roehampton's archivists have been busy curating a special exhibition celebrating the many inspirational women who have left their mark on our colleges: the women who have led, taught, or studied here over the last 200 years, as well as present day leaders who continue to inspire future generations. The exhibition, entitled "Remarkable Women: Making a Difference in Education" can be seen in the Well at Southlands, between 11am and 2pm on Tuesdays to Thursdays, until 26th March.

As you explore our uniquely beautiful campus, you may have noticed how the wood-panelled walls of Grove House at Froebel, or the elegant corridors of Parkstead House at Whitelands, are hung with many portraits of women through the ages. These are former heads of college, and just some of the inspirational leaders who feature in the exhibition.



From "Mother of Methodism" Susanna Wesley (1669-1742), whose pioneering advocacy for the education of women had a direct influence on subsequent generations, leading to the establishment of Southlands College in 1872, to current Head of Digby Stuart College and Dean of Students Professor Marilyn Holness OBE, we celebrate the women whose energy and drive has made a real difference to education in this country and beyond. You can see full details of all these remarkable women in this online [exhibition slideshow](#); here are some brief snapshots of some of them.

Have you ever wondered who Digby Stuart College is named after? It is in fact two people: Mother Mabel Digby RSCJ founded Wandsworth Teacher Training College for Women in 1874, which has grown to become today's Digby Stuart College. Janet Erskine Stuart RSCJ entered the Society of the Sacred Heart in 1882 and was responsible for expanding the teacher training college, as well as writing several books on the education of girls and women. Both are buried here, in the chapel of the college that bears their names.

## Building Influence

Some other names may also be familiar to you from the buildings around campus. Emilie Louise Michaelis, for instance, was Principal of the Froebel Education Institute (FEI, now Froebel College) from 1892 to 1901 and



was a leading figure in the introduction of the Froebelian kindergarten system to the UK. Esther Lawrence was FEI Principal from 1901 to 1932 and had a huge influence on the provision of early childhood education for children in socially deprived areas. Rosalie Lulham joined the FEI teaching staff in 1896 and founded the Nature Studies department and [Braille circle](#); she went on to become the Institute's Vice Principal from 1932 to 1934. The Richardson building is named for the woman who oversaw much of its construction following the extensive bomb damage suffered by Digby Stuart College in the second world war. Mother Mary Richardson served as College Principal from 1948 to 1968 and foresaw "a time when the college would eventually be educating young people not just to become teachers but to join other professions such as social work and psychology" - which has indeed come to pass with the development of Roehampton as a university. She was also a prolific writer of children's books and radio plays. Eglantyne Mary Jebb, MA CBE was FEI Principal from 1932 to 1955, leading the college through the challenges of a wartime evacuation and post-war relocation and expansion. Her CBE was awarded in 1950 for her contribution to national education policy, including the integration of Froebelian teachers in state schools.



The first female Principal of Whitelands College was Clara Luard in 1907. She led the College until 1918, fighting fiercely against the prevailing attitudes of the day regarding the value of higher education for women. Mary Atkinson Williams, MA, was the first female Principal of Southlands College (1914 to 1918), having previously been a student and then a teacher there. She successfully led the College through the challenges of the First World War, including air raids and Zeppelin bombs. A later College principal, Florence M. Wood MA, who served from 1931 to 1949, actually held a pilot's licence, a rare achievement for a woman at that time.



For more information on these and many other inspirational women from all four Roehampton colleges, visit the exhibition in the Well at Southlands or view the [Youtube slideshow](#).

*With special thanks to the exhibition's curators:*

*Gilly King, Southlands College Archives Historian; Kornelia Cepok, University Archivist; Gemma Bentley, Whitelands Archivist; and Ginny Jordan-Arthur, former Digby Stuart Chaplain.*

*Exhibition generously funded by the Southlands Methodist Trust.*

*Thank you to Southlands College for the photographs*

This article was originally published in the Snapshot from the Archives Blog below:

<https://library.roehampton.ac.uk/archives/blog/Snapshot-from-the-Archives-Womens-History-Month-2025>

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**Welcome to our new Speech and Language Lecturer, Hannah Balogun** – read more about Hannah and the new programme here:

I am a Lecturer in the new BSc (Hons) Speech and Language Therapy Programme which will be starting in September 2025 at the University of Roehampton. Alongside teaching and developing the curriculum further with Chrissy Goodban (Associate Professor, Head of Speech and Language Therapy), part of my role will also be taking the lead with placements, including establishing, developing, and supporting the practice partnerships necessary for the brand-new undergraduate programme.

I recently started my academic role at University of Roehampton in January 2025, coming direct from my clinical role as a Speech and Language Therapist (SLT). I have over 6 years' experience working as a Paediatric Speech and Language Therapist in the NHS across early years community clinics and settings, and mainstream primary and secondary schools.

My clinical experience covers a wide range of client groups including working with children and young people (from ages 2 – 16 years) with communication differences such as Autism, language delay, speech disorder, Learning Disability, Stammering, and Developmental Language Disorder. Much of my clinical role involved working collaboratively with

parents/careers, nursery and school staff, and other professionals to support the child/young person.



I am pleased to have joined the university at such an exciting time for the programme. I love how much green/open space there is at the university, and I always enjoy coming up to campus. I have so far been welcomed by many colleagues both within the School of Education and School of Health and Life Sciences. I am looking forward to meeting and collaborating with more colleagues across the university. I have also been welcomed into many meetings with practice settings including mainstream schools, special schools, hospital departments and community teams to discuss the Speech and Language Therapy programme and potential collaboration with practice

placements. I am beginning to visit some of these practice settings to further develop our practice partnership and see the various experiences and learning opportunities students may come across during their placements.

These practice discussions and visits have been enjoyable and have re-ignited my passion to work clinically as a SLT; which is something that I am looking to return to at some point in the future alongside continuing my academic role at the university. Continuing with clinical practice is particularly important to me as I feel that this will support my credibility when teaching students on the programme.



I have recently started/joined the R4NA (Recognition for New Academics) programme at the university in February and I'm looking forward to developing my understanding and knowledge of the underlying principles of teaching in higher education as well as key themes/topics (e.g. we recently had a session on generative AI and teaching in higher education). I am also looking forward to networking with other colleagues on this course. I have taught a couple of sessions on what Speech and Language Therapy is/what Speech and Language Therapists do with students on the Early Childhood Studies Programme and recorded a video of Chrissy and I discussing what inclusive practice looks like as a SLT. I have thoroughly enjoyed referring to and sharing with students and colleagues my own experiences in clinical practice. I have also observed some teaching sessions by colleagues, and I would like to observe some more and find out more about what planning, creating, delivering, and adapting a session is like.



We have had more positive interest in the new Speech and Language Therapy Programme with a good turnout at the University Taster Day at the Roehampton Campus in February. Both Chrissy and I did a 'taster' session

with students, many of which have either already applied for or were considering applying for the programme. Applications are still open through UCAS and there is more information on the Roehampton website <https://www.roehampton.ac.uk/study/undergraduate-courses/speech-and-language-therapy/>. Most students will be eligible for a £5000 a year bursary from the NHS and employability for graduate Speech and Language Therapists is strong.



We are really pleased to have received a lot of applications for the programme so far (over 100 applications), and we are now in the process of planning interviews online with all of the students who meet the criteria for academic qualifications. I have been heavily involved in writing the interview questions with support/feedback from Chrissy and colleagues from Education and Health & Life Sciences (my thanks go out to Matt Sossick, Sarah Leonard, Nikki Treby, Rachel Chan, Marianna Osbourne)

The interview is a value-based interview, looking at the underpinning motivation and interest that the students have in the profession of Speech and Language Therapy. We have also decided to give the interview questions to the students beforehand to be able to prepare and support them to do well. There is one question which is more 'live,' and this is a photo question which is shown, and students are asked to describe.

Chrissy and I have just started to interview students for the programme earlier in March 2025 and this feels like another exciting milestone. We are looking to partner both with practice and service users as part of the interview process for them to be part of the online interview panel (along with either Chrissy or myself).

In terms of next steps, we are continuing to conduct interviews, establishing further collaboration between practice and the Speech and Language Therapy programme in terms of practice placements and guest/visiting lecturing on the programme. We are also looking to begin to develop lecture content and resources.



The shift from being a SLT in clinical to academia has required some getting used to, but I am feeling more settled in my new role. As a clinician and now lecturer, I strongly align with the core principles of our undergraduate SLT curriculum which are based on team and collaborative working, professionalism, and person-centred holistic care.

If you would like to hear more about the programme, or if you have any ideas for potential collaboration, please contact Chrissy or me and we would be very pleased to meet you.

Chrissy Goodban, Associate Professor, Head of Speech and Language Therapy, University of Roehampton. [christine.goodban@roehampton.ac.uk](mailto:christine.goodban@roehampton.ac.uk)

Hannah Balogun, Lecturer in Speech and Language Therapy, University of Roehampton. [hannah.balogun@roehampton.ac.uk](mailto:hannah.balogun@roehampton.ac.uk)

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## Event to promote doctoral study in the School of Education

This event aims to promote doctoral study in the School of Education and to showcase colleagues' research portfolio to partner organisations to encourage potential collaborations and commissions for future research.

This is an in-person (rather than online) event, details of which can be found below.

Date: Wednesday 2nd April 2025

Time: 17:00 - 18:30. Location: Adam Room, Grove House, Froebel College.



Travel information can be found [here](#) . If you are planning to travel to campus by car, specific information about parking on campus can be found [here](#) .The campus map can be found [here](#).

The Adam Room is located in Grove House (F7 on the campus map). When you come into Grove House reception, the Adam Room can be found immediately to your left.

Please respond to [r.watts@roehampton.ac.uk](mailto:r.watts@roehampton.ac.uk) to confirm your attendance. We look forward to welcoming you to the event.

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## BBC Teach heads to the Eden Project for an Earth Day Live Lesson

Schools are invited to join hosts, Naomi Wilkinson and Lizzie Daly, for a [BBC Teach Live Lesson](#) to be broadcast on Earth Day, Tuesday 22 April.



The lesson will follow the journey of the water cycle. Children will be taken on a trip deep inside the Eden Project's Rainforest Biome to learn about the constant movement of water. During their rainforest 'expedition', they will be asked to solve a series of riddles to help them put the different stages of the water cycle in order. They can also join in with interactive activities, curriculum linked for 7-11 year olds.

Kate Lennon, Executive Producer at BBC Teach, said: "We're marking Earth Day with an exciting Live Lesson about the water cycle and its vital role in sustaining life on the planet. Working with the Eden Project provides a stunning location to help us bring the topic to life." The lesson will be available from 9am on the BBC Teach website, and broadcast at 11am on CBBC and BBC iPlayer.

Schools can join in the fun by sending their shout-outs to [live.lessons@bbc.co.uk](mailto:live.lessons@bbc.co.uk) with Earth Day as the email subject or by using the hashtag #BBCLiveLessons. A teaching guide and activity sheets are available to download on the BBC Teach website.  
[www.bbc.co.uk/teach](http://www.bbc.co.uk/teach)

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## Free design CPD for primary teachers in Brighton, Exeter, Swindon and Bolton



Discover the building blocks of design and learn techniques for building your students' research, creative problem-solving, sketching, model-making and prototyping skills at this FREE full day in person Primary Design CPD with professional stage designers for primary teachers.

Limited spaces available!

In person 09:00-15:00. **Reserve your spot**



Delivered by RBO stage designers.

Teachers will:

- gain an understanding of design in relation to ballet and opera
- develop confidence teaching design in the classroom
- understand how to link design to the wider curriculum
- have a clear understanding of the programme, its resources and how to access them
- understand how the programme will support and enrich the school curriculum

Create & Design is a hands-on design skills programme that supports pupils' creative problem-solving, develops empathy, builds careers understanding, and connections between STEM and the arts.

Find out more <https://www.rbo.org.uk/schools>

## Also from The Royal Opera House...

**An introduction to ballet, opera and stage design for primary classes**

**Everybody Make: 'Alice's Adventures' (Spring '25):** Join a stage designer for a FREE, 60-minute LIVE Lesson where children can make-along their own tree for the set for the ballet *Alice's Adventures in Wonderland*. This interactive design workshop has been created especially for KS1&2 primary school children and will bring the world-leading stage design of the Royal Ballet & Opera LIVE into your classroom!

Tuesday 1st April 2025 10:45-11:45am Register - [Royal Opera House National Schools Program](#)



**Everybody Make: 'The Magic Flute' (Spring '25):** Join a stage designer for a FREE, 60-minute LIVE Lesson where children can make-along their own snake puppet from Mozart's famous opera *The Magic Flute*. This design workshop has been created especially for KS2 primary school children and will bring the stage design of the Royal Ballet & Opera LIVE into your classroom!

Wednesday 2nd April 2025 10:45 - 11:45am

Register - [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](#)

## Generative AI and schools - an update

**Miles Berry, University of Roehampton**

Originally published in Sapiientia, the ICT for Education newsletter.. <https://www.ictforeducation.co.uk/>

### 1.1.1 Policy

Education and wider government policy has evolved considerably. The UK government has developed a sound set of [regulatory principles](#), which apply across the public sector: AI use should be underpinned by safety, security and robustness; by transparency and explainability; by accountability and good governance; and by contestability and redress. For schools or trusts looking to draft their own AI policies, this is as good a list of subject headings as any, and is particularly relevant given [Ofsted's role in holding schools to account](#) against these principles.

The DfE are investing in the development of generative AI tools to support teachers and schools. These are focussed more on teacher-facing tools than anything which pupils themselves might use. They've put £4m into a trusted [content store](#), to pull together curriculum guidance, lesson plans and anonymised pupil work that can be used for augmenting or fine tuning language models. For secondary teachers, it would be great if this also included GCSE and A Level specifications, past papers, mark schemes and examiners reports, but there appear to be some thorny copyright issues here.

Oak National Academy have a comprehensive library of lesson plans and teaching resources. They've used this as the basis for a couple of AI experiments, firstly a generator for multiple choice questions, but more impressively [Aila](#), a lesson plan generator, which walks the user through a sequence of questions to tailor its planning, producing an editable planning, quizzes and slides. Oak's approach doesn't suit everyone, but I'd encourage readers to try it out - it's free.

DfE are also funding proof of concept and pilot projects, including some [work from Faculty](#) on providing feedback to teachers and Key Stage 2 pupils on their writing - we should see other subjects and key stages pilots soon. I suspect few pupils will find it as motivating to get feedback from an AI as knowing that their teacher has read and responded to their work. Education Secretary Bridget Phillipson opened the BETT show with [a generally enthusiastic vision](#) of how AI can support educational aspirations, and help with recruitment and retention. Phillipson also announced new training materials for teachers on using AI, and alongside this we saw significant revisions to the [DfE's AI guidance](#), which is now much more about teachers using AI for low-risk, workload reduction tasks, and takes a much more cautious approach to pupils' own use of these tools, making clear that this latter must be inline with providers' terms and conditions and safeguarding requirements.

A few days earlier, Downing Street had announced its [AI action plan](#). This includes upskilling the workforce, with a hint that AI skills will be there alongside digital skills in curriculum changes following the current review. The plan references how South Korea has integrated AI, data and

digital literacy into its education pipelines. Closer to home, some of [EU's AI Act](#) provisions came into effect on 2 February, including the requirement that organisations deploying AI ensure that there's training for those using it. The voluntary approach in Britain suggests that some divergence from mainland Europe on this already.

### 1.1.2 Technologies

The technologies move on more quickly than policy, and new products and versions are released every week. Rather than trying to keep up with latest thing, the pragmatic approach for schools is to develop proficiency with the core tools. My advice is that if schools are using Windows and Office, then Copilot is likely to be a good choice; if they've using Chromebooks and Google Apps, then Gemini is likely to work for them.

A few recent things that have caught my eye recently:

- [NotebookLM](#), from Google, makes retrieval augmented generation, where the language model responds based on one or more uploaded documents, very accessible. It's great at producing knowledge organisers and practice questions when given particular curriculum materials. It's greatest feature is its production of realistic sounding 'podcasts' of two very enthusiastic, knowledgeable presenters discussing whatever content it's been given.
- [Brisk](#) is a Chrome extension which will quickly produce AI resources to accompany any webpage you visit - I particularly like it's Boost feature which creates a class set of chatbots for pupils to learn about the content independently. I'm a bit hesitant about the privacy permissions it requests, so take care that your data protection colleagues sign this off before using it in school.
- [Custom GPTs](#) and [Gems](#) - if you or your school are paying for the plus versions of the tools, you should be able to create your own bespoke version of a chat bot, and share access to this with other users of the platform. We've done some work with this at Roehampton, experimenting with bots that give feedback on pupils' programming exercises, feedback, but not grades, on students' draft assignments, and even practice for job interviews.
- [LearnLM](#) - Google have taken their Gemini language model and fine tuned this with a particular educational focus. It builds in to its chat bots key pedagogic ideas like active learning, managing cognitive load and the importance of motivation and engagement. You can try using this with a free API key in their [AI studio](#), but Gemini's 'learning coach' gem now implements these too, at least for those with access to Gemini advanced.

It is fun exploring and experimenting with the latest tools, but I think we should be a little more cautious about rushing to recommend these to pupils, to incorporate them in our teaching or to adopt them at school or trust level. There's still a need for subject and pedagogic knowledge in prompting well, for criticality and discernment in evaluating responses, and for wisdom in discerning whether it would be better to do the work for ourselves rather than letting the machines do this for us.

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## Food education in primary - invitation to join a free summer pilot

Leiths Education, famous for their world-class cookery education, is undertaking a [primary school pilot](https://leiths.com/explore/partner-schools/leiths-education-primary-pilot/) to give teachers the opportunity to try out the teaching and learning primary resources for KS1 and KS2. More than 60 schools have been involved so far, and places are now available for the summer term pilot.

It's **free of charge** to participate and includes fantastic cookery lessons, accompanying recipes and high-quality teaching resources. Each pilot school also receives a free CPD session about teaching practical cookery, certificates of completion for their pupils, and a chance to win an exclusive cooking masterclass for their school.

Find out more information and sign up: <https://leiths.com/explore/partner-schools/leiths-education-primary-pilot/>



*"An opportunity to enhance our DT curriculum and develop teacher knowledge"* Participating Pilot school.

## Subject Advisory Panels and Subjects CPD for Mentors – Further Information

### *Subject Advisory Panel: PE Session*

The Subject Advisory Panel for Physical Education held an electrifying session on 5th March that energized all participants! Four passionate subject leaders gathered to explore an innovative perspective on 'Meaningful Physical Education: An Approach for Teaching and Learning.' We dove into a dynamic framework centred around six invigorating themes: Fun, Motor Development, Challenge, Social Interaction, Personal Relevant Learning, and Delight. The discussions were a revelation as we examined how to evaluate lessons through the eyes of our students—focusing not just on content but on what truly resonates with them. The conversation then shifted to the exciting world of schemes of work, where I introduced a fresh, newly designed curriculum from Oak National Academy KS1-2 physical education curriculum unit sequence | Oak National Academy. The subject leaders eagerly shared their own adventures and insights from using these programs. This led us to a fascinating dialogue about Ofsted experiences and our individual philosophies surrounding physical education. The atmosphere was charged with enthusiasm and inspiration, with every subject leader contributing valuable perspectives. A standout moment from the session was when we embraced the mantra: 'We teach skills through sport, rather than teach the sport.' This emphasis on skill development, rather than merely the sport itself, was a game-changer, ensuring every child feels a sense of achievement in their physical education journey. All in all, it was a truly uplifting

experience that left us all feeling inspired! Huge thanks to Emma, Mr Phelan, Farah, and Suzanne for making this gathering so memorable. By Emerick Kaitell

### *Subject Advisory Panel: Science*

On Wednesday 5th March 2025, the science subject advisory panel took place from 4:00 - 5:00 pm. The event was conducted virtual, via a Teams call, and staff across our partnership were very welcome to join in. The group who attended on Wednesday 5th March 2025 included a Headteacher, science subject leads, class teachers and ECTs. In the first part of the session (approximately the first 30 minutes), I shared an update on 'what's new' in the world of primary science education. As British Science Week took place shortly after the panel, from the 7th to the 16th of March, many of the updates shared related to the various way that organisations were supporting schools to celebrate science. The following resources were shared with those who were able to attend:

[British Science Week 2025](#)

[British Science Week 2025 – BBC Space Live Lesson](#)

[NFU education](#)

[Ocean and Climate Live 2025](#)

[STEM webinars for schools 2025](#)

[Great Science Share](#)

During the second part of the session, school staff were able to ask for advice on any science-related matters. Requests ranged from asking for help to locate science related assemblies, to queries related to overhauling science provision at a whole school level. By Dr Nicola Treby.

More dates coming soon.

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## **Would you like to become part of the Expert Teacher Panel on the 'Playing Teacher Project?'**

For more information see this link:

<https://forms.office.com/pages/responsepage.aspx?id=z8oksN7eQUKhXDyX1VPp8-XWjKlcwWIFiHR5faXnphVUQTBUTUw3WFoyNDFYQktGRTQzRUg1NEZMTC4u&route=shorturl>

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## **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.

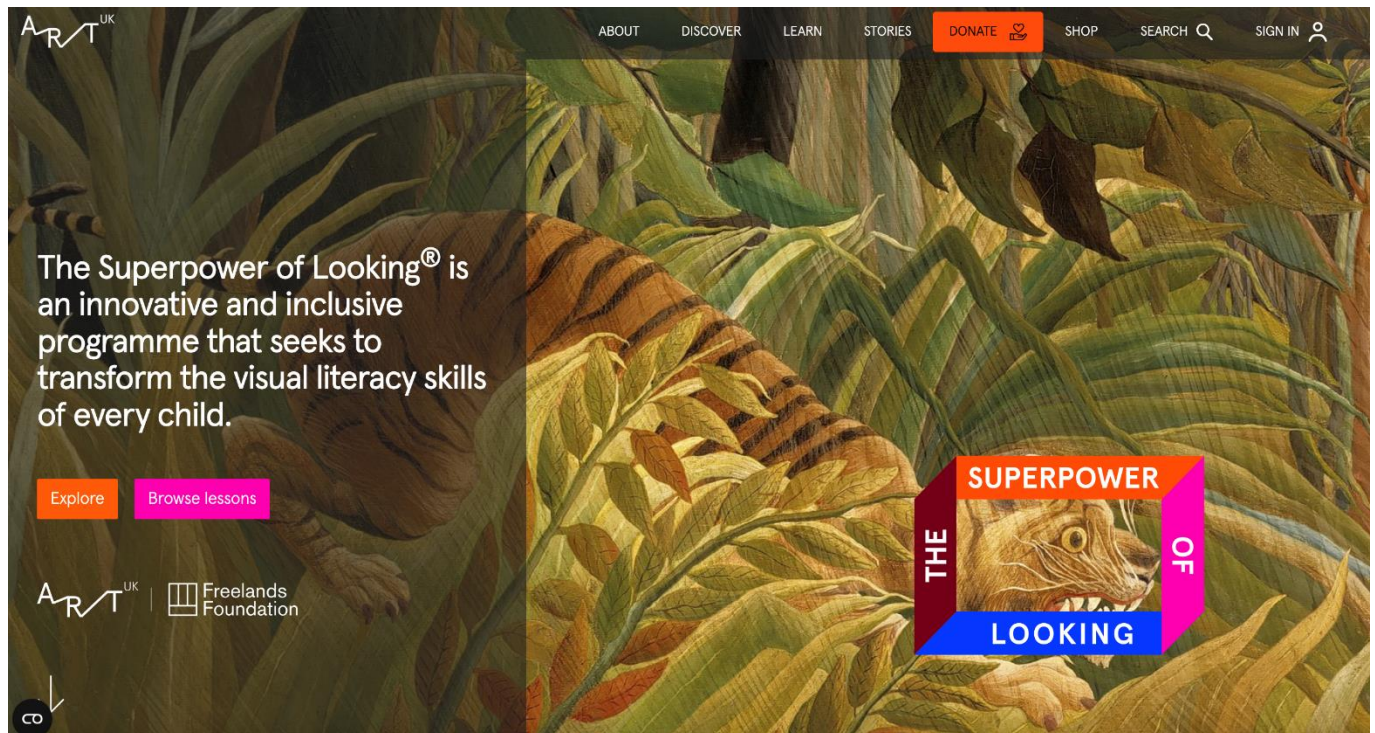
We are delighted to share the link to the Play Matters document below. Please share it with colleagues, stakeholders, students, provision and families to promote play with and for young children 'adults do not give play to children, children already own play, play is their right!'

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

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## Publishing News

### Superpower of Looking by Susan Ogier



Teaching art and design in primary schools involves introducing children to a wide range of artists, craftspeople and designers. This serves to not only inspire them to create their own work, but also to build an understanding of how artists think and develop ideas in their own unique ways. Art UK is an online art education platform that provides free access to a repository of digitised images of artworks from British collections, and as such creates a valuable resource for primary schools to tap into. The Superpower of Looking is a set of free resources created especially for primary teachers to help engage children with works of art through careful looking and critical thinking. Art and Design lecturer, Susan Ogier, has been working in collaboration with Art UK, with funding from Freeland's Foundation, to mentor five primary teacher-researchers from across the UK, to explore using the Superpower of Looking resources within their art lessons through action research projects.

Follow this link to read her recently published article, which explains the project, and considers how looking at art can develop visual literacy and oracy in young children.

[https://9c6a2e0d-453e-40c4-aed1-da121f257c31.filesusr.com/ugd/afa471\\_9ad6289ede0f4ca3b549c28c7a8beca8.pdf](https://9c6a2e0d-453e-40c4-aed1-da121f257c31.filesusr.com/ugd/afa471_9ad6289ede0f4ca3b549c28c7a8beca8.pdf)

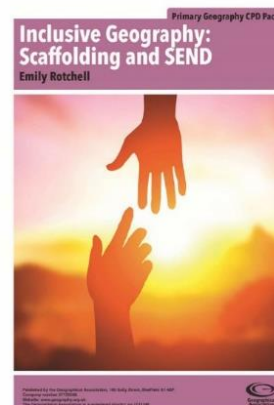
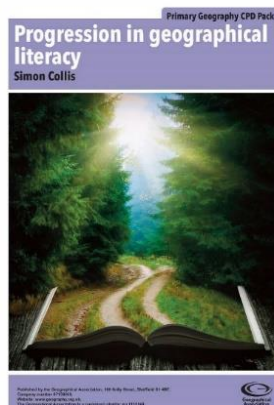
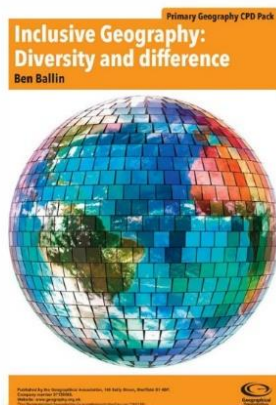
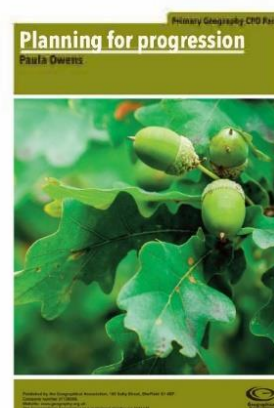
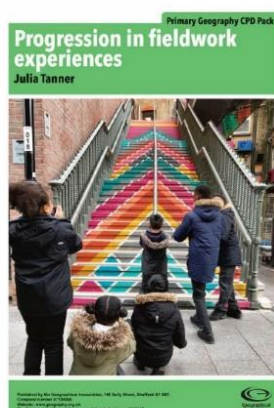
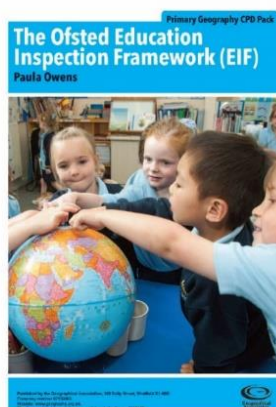
Find the Superpower of Looking resources here:



Reference for article: Ogier, S., (2025), Superpower of Looking: Enhancing communication skills in young children through visual literacy and art, *Dialogos com a Arte*, *Revista de Arte, Cultura e Educação*, Vol 14, p 49- 66. DOI: 10.57910/ipvc-ese-dca-v14-fr2g-9288

The Geographical Association's Primary CPD Packs have been nominated for the Education Business Awards 2025 <https://geography.org.uk/business-awards-shortlist-2025/>.

One of the books in the series was written by Roehampton's Emily Rotchell (Inclusive Geography: Scaffolding and SEND). You can see current titles in the image below, and Paula Owens informs us that there are more books to come in the series, such as Teaching about Climate Change.



Each digital pack contains a range of practical activities that are flexible to suit your context, the amount of time that you have available and your school's needs.

Every pack comes with a piece of stimulus reading – an article from *Primary Geography* or an extract from a Geographical Association publication – plus an overview giving guidance on activities to suit 15-minute, 1-hour or half-day CPD, a PowerPoint presentation to take you through the sessions, and printable and/or digital resources such as worksheets or templates.

Our Roehampton Students have access to these packs via the library.

Browse the range or purchase at <https://rb.qy/az3ok1>

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## Subject Advisory Panels:

### Dates for your Diary

All panels will be online. Please register your attendance here:

<https://forms.office.com/e/2JFQCWqr6x>. Online meetings links to access the sessions are in the table below. All meeting are 4-5pm unless otherwise stated. Please see meetings from March onwards below.

Subject	Date and time	Online Meeting link
Art and Design	Tuesday 29 <sup>th</sup> April 2025	<a href="#">Join the meeting now</a> Meeting ID: 353 070 315 078 Passcode: m2kQLq
PSHE	Wednesday 23 <sup>rd</sup> April 2025	<a href="#">Join the meeting now</a> Meeting ID: 325 504 329 285 Passcode: jMBWjs

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## Subject CPD for Mentors 2025

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 for 1 hour, online. For remaining sessions from March onwards see below.

Please register your attendance here: <https://forms.office.com/e/u4C0Bh5Gj4>. Online meeting links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
English	Anna Harrison, Kerenza Ghosh and Steph Laird <a href="mailto:anna.harrison@roehampt">anna.harrison@roehampt</a>	Wednesday 11 <sup>th</sup> June 2025 16.00-17.00	<a href="#">Join the meeting now</a> Meeting ID: 354 374 323 228

	<a href="mailto:K.Ghosh@roehampton.ac.uk">on.ac.uk</a> <a href="mailto:K.Ghosh@roehampton.ac.uk">K.Ghosh@roehampton.ac.uk</a> <a href="mailto:s.laird@roehampton.ac.uk">s.laird@roehampton.ac.uk</a>		Passcode: 8eK5dB
Maths	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Wednesday 26 <sup>th</sup> March 2025 16.00-17.00	<a href="#">Join the meeting now</a> Meeting ID: 371 433 859 020 Passcode: ZTkL9W

**Please do share the posters below and print them 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

**For Teaching Assistants ready to take the next step!**

Our 3-year BA Primary Education Qualified Teacher Status (QTS) degree is your direct route to becoming a qualified teacher.



Ofsted rates our primary age courses as "Outstanding" (2023 report)

### Why Choose Us?

- ✓ **In-depth Learning:** Gain knowledge of child development, pedagogy, and more.
- ✓ **Practical Experience:** Classroom placements to apply your skills.
- ✓ **Supportive Environment:** Guidance from expert mentors and educators.
- ✓ **Career Advancement:** Achieve QTS and unlock teaching opportunities.

### Plus:

- ✓ **Specialise** in an age-phase or subject to boost employability.
- ✓ **Study on our beautiful campus** with access to top study spaces and a library.
- ✓ **Finish each year in June** – You are then free to work, travel, or gain experience.\*
- ✓ **Bursaries available** to support your studies.

**Find Out More:**

Scan here to find out more



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



## Invest in Your Future with a BA Degree in Primary Education with QTS

### Are you ready to start the journey into teaching?

If you are passionate about education, our BA in Primary Education with Qualified Teacher Status (QTS) is the perfect choice. This programme equips you with the tools and qualifications to shape young lives as a dedicated primary school teacher. Invest in your future today!



Ofsted rates our primary age courses as "Outstanding" (2023 report)

### Why Choose Us?

- ✓ **Hands-On Experience:** Practical teaching placements every year.
- ✓ **Freibelian Approach:** Learn to foster an inclusive, positive learning environment.
- ✓ **Expert Mentors:** Learn from experienced educators committed to your success.
- ✓ **Flexible Learning:** Study with compressed days and full-week placements.

### Plus:

- ✓ **Specialise** in an age-phase or subject to boost employability.
- ✓ **Study on our beautiful campus** with excellent facilities.
- ✓ **Finish each year in June** — You are then free to work, travel, or gain experience.\*
- ✓ **Bursaries available** to support your studies.

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

### Find Out More:

Scan here to find out more





# Froebel Festival

**Saturday 17th May**  
from 10am to 12pm



**Guildford Nursery School  
and Family Centre**

It's **FREE**.  
You can drop in for a  
short time or stay for the  
whole festival.

At both Guildford  
Nursery School sites:

**Hazel Avenue** GU1 1NR  
(free onsite parking)

**York Road** GU1 4DU  
(near the station)

**Refreshments**  
available



THE  
**FROEBEL PARTNERSHIP**



**Come along and see Froebelian principles in practice**



## Upcoming ECT roles at your school

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

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## Our Primary Subject Leads



**Subject:** Geography

**Subject Lead Name:** Anthony Barlow

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

**Telephone:** 0208 392 3386

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

**Subject:** Computing

**Subject Lead Name:** Lynda Chinaka

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

**Telephone:**

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





**Subject:** English (BA)

**Subject Lead Name:** Anna Harrison

**Email:** [anna.harrison@roehampton.ac.uk](mailto:anna.harrison@roehampton.ac.uk)

**Telephone:** 020 8392 3017

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

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

**Subject:** English (PG/SD)

**Subject Lead Name:** Steph Laird

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

**Telephone:** 020 8392 3076

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

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



**Subject:** History

**Subject Lead Name:** Susie Townsend

**Email:** [susan.townsend@roehampton.ac.uk](mailto:susan.townsend@roehampton.ac.uk)

**Telephone:** 020 8392 3369

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

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

**Subject:** Maths

**Subject Lead Name:** Lorraine Hartley

**Email:** [lorraine.hartley@roehampton.ac.uk](mailto:lorraine.hartley@roehampton.ac.uk)

**Telephone:** 020 8392 3365

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

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





**Subject:** Art and Design

**Subject Lead Name:** Susan Ogier

**Email:** [s.ogier@roehampton.ac.uk](mailto:s.ogier@roehampton.ac.uk)

**Telephone:** 0208 392 3086

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

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

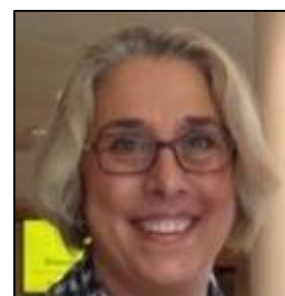
**Subject:** Design and Technology

**Subject Lead Name:** Sue Miles-Pearson

**Email:** [s.miles-pearson@roehampton.ac.uk](mailto:s.miles-pearson@roehampton.ac.uk)

**Telephone:** 0208 392 5781

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



**Subject:** Science

**Subject Lead Name:** Dr Nicola Treby

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

**Telephone:** 020 8392 3263

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

**Subject:** 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](mailto:primarypartnerships@roehampton.ac.uk)

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

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

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

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

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

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

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

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