

**Primary Schools Partnership
April Newsletter**



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24

A message from our Deputy Dean

Dear colleagues,

We hope that you are all very well. You may be aware that the NFER published a paper on teacher recruitment, which highlights the ongoing challenges in recruiting teachers: [Teacher recruitment and retention crisis shows no signs of abating, new report reveals - NFER](#). The report found that there are still significant issues with teacher workload, which means that the DfE is facing significant issues in meeting its workload reduction targets. Teachers are reporting that pupil behaviour is a key factor in driving workload. Primary recruitment is forecast to miss DfE targets and only reach 83% of what is needed, according to the figures. We have run a range of recruitment events this year. The latest on April 17th was well attended, which gives some hope that recruitment will be relatively strong going into the last few months of the cycle.

As ever, we are looking at the changes required by the DfE for next year. We are conscious that there may be some people unaware of the updates happening from September. With this in mind, we have produced a short video explaining matters, which can be found [here](#). Please do share with colleagues.

With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education

In this issue

Welcome to our April issue! On 6th June, we are running the second of two online webinars to support our partner schools' understanding of the **impact of the upcoming DfE reforms**; details on page 3. Roehampton offers a **Teacher Apprenticeship** route to Qualified Teacher Status; if your school would like to explore enrolling apprentices with us, see page 3. Find out more about a **summer book club for Year 6s** moving to Year 7, also on page 3. The power of **stories and storytelling** has been a big theme for the BA Primary QTS students in Year 2 this term; we share our experiences, and useful resources for use in the classroom, on page 4. Can you offer an **open morning** at your school for prospective student teachers? If so, see page 7 for more information. We are seeking a **Primary English Visiting Lecturer** for 2024/25; details on page 8 of how to apply for this opportunity. **Refugee Education UK** have launched an online teacher education programme, details on page 8. In Spring, we were proud to support our current finalist QTS students in their search for their **first appointments**, along with a range of inspiring speakers; we share details on page 9. There are a host of upcoming **geography CPD** opportunities – get involved on page 10. Anthony Barlow provides an exciting update about resources being created around **nature-connected-ness** on page 11. We share **book reviews** written by two of our BA2 Student Teachers on page 12. Learn more about the **Enhanced Learning Experiences** our BA2 students have been undertaking on page 14. Sue Miles-Pearson discusses how we are supporting our recent graduates with their **Design and Technology** teaching in page 15. And lastly, it is with huge sadness that we share that **Lesley Prior**, our friend, colleague and leading light in the world of RE education, has passed away. We remember her on page 16.

ITE from September 2024: Understanding the impact of DfE reforms on schools

The University of Roehampton is running an online event about the impact of the DfE's teacher training reforms on schools; these reforms will be implemented from September 2024. The session will be led by Matthew Sossick, our Deputy Dean and Head of Initial Teacher Education, and will discuss the significant changes that the reforms will have on the training and supply of new teachers. We will examine the University of Roehampton's approach to navigating the reforms, as we aim to minimise the impact and maximise the opportunities presented to our school partnership. We will try to answer all your questions and add clarity to the current situation.

You do not need to sign up in advance. Please note that if you have already attended the session on 23rd April, you do not need to attend the below session as well, as the same content will be covered. We look forward to seeing you there.

Thursday 6th June: 16.30-17.30

[Join the meeting now](#)

Meeting ID: 320 967 368 929

Passcode: cFbV5X

Recruit through the Apprenticeship route

The Teacher Apprenticeship route with the University of Roehampton offers the chance to become a qualified teacher after one year with a PGCE, working four days a week in school, with one day spent studying at Roehampton. Funding is through the apprenticeship levy, or you can apply for levy transfer from another organisation.

The University of Roehampton is London's longest running provider of teacher training and one of the largest and highly rated providers in the UK.

If you would like to explore enrolling apprentices with us, or discussing funding options, please reach out to us at apprenticeships@roehampton.ac.uk and/or see the Teacher Apprenticeship pages on our website [here](#).



Summer book club for Year 6s moving to Year 7

Summer Book Club is a fun transition activity based around everyone reading the same book with an engaging set of questions and activities. It is for new Year 7s to do over the summer as part of their preparation for secondary school. It will help build their confidence as readers and means that when they start school they will all have something in common. Find out more [here](#).

BA Primary QTS: Using the power of story

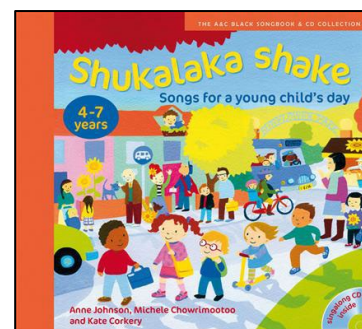
The power of stories and storytelling has been a big theme for the BA Primary QTS students in Year 2 this term. We started in January with Dr Alastair Daniel (below), a former colleague at Roehampton, who has also worked with Anthony Barlow and Barnes Common Ltd on a funded project, the fruits of which will be available soon. See more details of Blue-Green SW17 below.

Everyday Magic!

A highlight of our storytelling focus was when students on the BA Primary programme benefitted from an opportunity to go into schools and see storytelling in action courtesy of Anne Johnson from Everyday Magic. <http://www.everydaymagic.org.uk/>

Everyday Magic is a London-wide charity currently running regular programmes in the boroughs of Kensington and Chelsea and Ealing. Every year over 1,500 children aged 3 to 11 have their imaginations fired up with colourful and vivid storytelling at school.

Anne's publications may well be on your shelves and include the infectious songs in the collection Shukulaka Shake. You can find some links to these songs on YouTube below, many of which were taught to students: [Shukulaka Shake](#); [Seasons](#); [Nature's Here in Town](#) and [Coffee Houses](#) (from 'We Are Londoners').



A testimonial from a participant in Everyday Magic's storytelling sessions from Mo Lomas:

"As part of the placement, I went into school for one afternoon primarily to observe one of the storytellers though I also joined in with refrains and actions as much as possible...The afternoon in school was brilliant: engaging and enlightening. In the context of teacher training, I really enjoyed observing and discussing with Nell how different teachers engaged with the storytelling and the effect this had on the children's engagement."

"As an English specialist and considering general teaching as well I found observing and joining in with the stories very useful for discovering different ways of getting children involved with and immersed in the story and certainly will be magpie-ing a few strategies for my own teaching."

"Further, the opportunity to discuss and compare experience with students in different school placements was an interesting and informative conversation. It was a casual lunch over which we talked with each other and the storytellers to discuss further the behind-the-scenes of the storytelling and how to create and tell stories for maximum impact. This was particularly useful for considering how we can integrate storytelling into everyday teaching beyond specialist visits. Overall, I thought it was an amazing experience and something I will definitely be reflecting on in my own practice."

Examples of some of the inspiring books that the authors have created and were shared with students. They also spent more than 30 minutes signing books to a very long queue of buyers. Expect to see these books in your schools soon!

Below, we are pleased to share insights from Dr Alastair Daniel, following his guest lecture on story-telling.

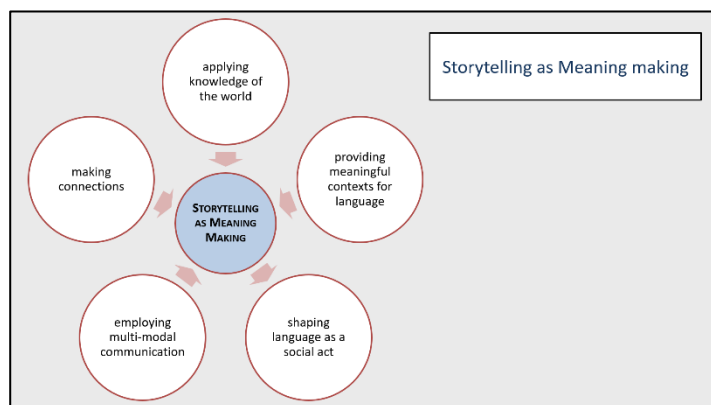
With my term as Principal Lecturer in EY and Primary English ending in summer 2022, it was a delight to return to Roehampton as a contributor to the 'Speaking, Listening and Moving Primary Education Conference' at the start of 2024.

Since leaving full time work at Roehampton, I have been able to focus my work on my first love (and area of academic interest) oral storytelling - both as performance and as a pedagogic practice. My contribution to the conference concentrated on the latter, and the session took the students from definitions of storytelling to exploring aspects of children's storytelling to sharing in group storytelling themselves.



The need for a definition arises from the way that the word 'storytelling' is often used to describe a range of practices including acting, writing, dancing and reading aloud. While trying to shift this use of language is a battle that storytellers are not going to win, the danger of everything being storytelling is that, in the end, nothing specific is. This confusion means that, in some settings, children may not experience storytelling, or be given structured opportunities to tell stories themselves. When planning includes reading aloud, story writing, drama and story recitation, and these are labelled 'storytelling', then why would you devise learning activities that address specific aspects of oral storytelling?

My own definition of storytelling is: '...an oral recounting of a narrative (or part of a narrative) that is reliant on the linguistic resources of the speaker (and is performed in the absence of a written text).' (Daniel, 2021). Implications of understanding storytelling in this way include the need for children to be able to structure narratives, shape language and give qualitative interpretations of the language that they use through voice (volume, tone, etc) and gesture. While these skills are important in other disciplines, this grouping is particular to oral storytelling where they have equal weight and are codependent.



Of course, it is perfectly legitimate to ask, 'Why does storytelling matter?' And we addressed this in the first part of the workshop by exploring how people use storytelling to make sense of the world around us: the way that objects on the BBC's 'Repair Shop' are understood through the stories of their owners is a good example of this.

We spent some time considering the characteristics of children's storytelling and how teachers can scaffold children's development as storytellers.

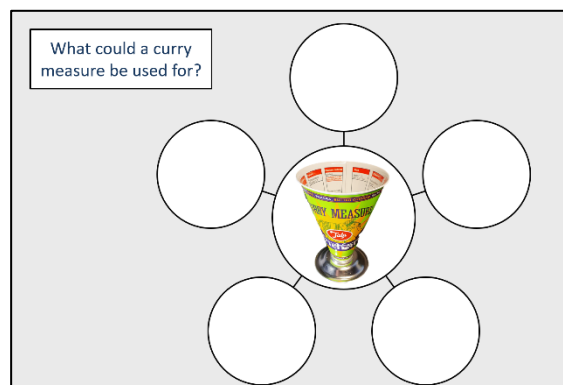
This included discussion of the explicit structuring of narratives, exploring the potential for interaction, and identifying communication skills. The story that I told as a prompt for this section, 'The King's Problem', can be found here: https://youtu.be/Asy9_XXDR2M?si=bid9E4YYHTQ9QkDE.

Having established what oral storytelling entails, it was time for the students to actually tell a story themselves. Earlier in the day, David Houston (Team Leader – Schools and Colleges at the Victoria and Albert Museum) had explored the design processes behind some of the objects in the museum collection, including the Tala Curry Measure (designed by Jasleen Kaur). Aiming to create coherence across the day, I decided that the storytelling activities would be constructed around the storying of objects, and specifically the Tala Curry Measure. I asked the students to consider, in small groups, to what purposes the curry measure could be put (other than being a measure for curry). Answers ranged from uses as a cup to a hat, from a



cookie-cutter to a megaphone. Taking one of their ideas, each group then thought about who would be using the curry measure for this purpose, and then structured a story around the character and the object.

Once the students had created their narratives, it came to the storytelling itself. Oral storytelling is often framed in terms of theatrical performance: a teller performing to an audience. However, the approach that I introduced the students to was process, rather than performance oriented. Sitting in their groups, the students passed a talking stick between them, contributing to the story in turn. This strategy removed the separation between teller(s) and audience, and made the telling a co-operative event, with no judgement being passed about performance - the objective being the group narration of the tale.



Storytelling is something in which we all engage, often without realising that we are doing it. From regaling friends with joyful holiday moments, or reminding family of shared history, we rely on our ability to structure narrative, and to communicate it effectively, to make ourselves known in the world. Awareness of story and storytelling also enables us to understand people through the stories that they tell but, more than this, it gives us the tools to apply critical awareness to the interpretation of the narratives with which we are bombarded from day to day. My hope is that this workshop helped students understand why storytelling matters and how we, as teachers, can support learners in developing their own storytelling competencies.

Dr Alastair K Daniel is an artist educator, performance storyteller and independent scholar working in the UK and abroad. He gives storytelling performances for adults and children, teaches storytelling and its application in educational contexts, and advises organisations on the strategic use of storytelling and narrative communication. Alastair is an Honorary Senior Fellow of the University of Roehampton, the Education Lead on the board of the Society for Storytelling, and co-convenor of the Storytellers in Schools Forum. He can be contacted through his website: www.storytent.co.uk

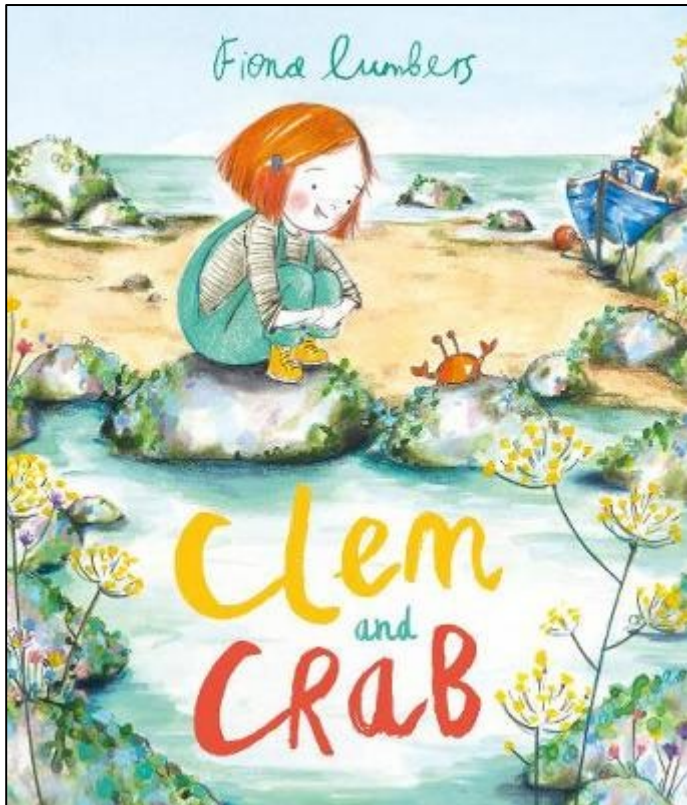


A free National Storytelling Week resource pack from the Society for Storytelling, including two sections written by Alastair, is available for download here:

<https://drive.google.com/drive/folders/1VjsLpbKn5hyCXZfluFawdXxQCIP5kwD8?usp=sharing>

And finally with BA Y1 and 2...

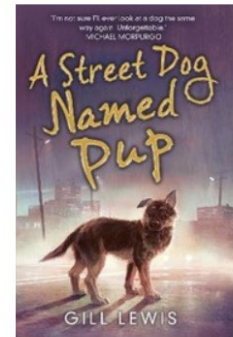
We had a visit from two authors as part of our regular **ReadingZone** event in March. The book website supported us by bringing along the amazing children's book illustrator Fiona Lumbers and the marvellous award-winning children's author Gill Lewis. Thanks to English tutor, Kerenza Ghosh, for arranging this.



<https://www.readingzone.com/books/clem-and-crab/>



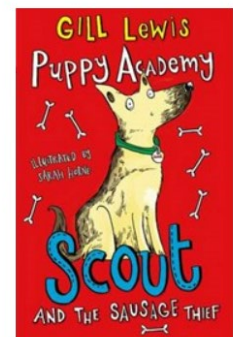
Moonflight



A Street Dog Named Pup



Gorilla Dawn



Puppy Academy: Scout and the Sausage Thief

<https://www.readingzone.com/authors/gill-lewis/>

Can you offer an open morning at your school for prospective student teachers?

Some schools are supporting the recruitment of student teachers by offering open mornings, where candidates can visit, see a lesson and get some advice. If your school is interested, we would be happy to support the event, by either being there in person where possible, or sending supporting materials. To find out more and register to offer school experience, please follow this link:

<https://schoolexperience.education.gov.uk/schools>

Primary English Visiting Lecturer required for 2024/25

The University of Roehampton is seeking a Visiting Lecturer in Primary English. We are looking for an experienced professional who would welcome this opportunity as a form of continuing professional development. The School of Education has a long-established international reputation for high-quality teaching and research, and it is positioned as one of the principal providers of Initial Teacher Training (ITT) nationally. Our mission is to develop and apply world-class research, practitioner skills and knowledge to improve outcomes and achievements for all children and young people, both at home and abroad. Further information can be found on the School's website: <http://www.roehampton.ac.uk/education/>



The role involves teaching on our BA Primary undergraduate modules and marking the students' work. You do not need to have experience of teaching or marking at university level. Resources will be provided which can be adapted to suit the sessions.

We can either second the applicant and pay the school, or pay the person directly, depending upon their working arrangements. We are looking for up to 32 hours of teaching during 2024/25 plus marking. We are aiming to timetable this on one day so that it is more manageable.

For further information please contact Matthew Sossick: matthew.sossick@roehampton.ac.uk

Closing date: Tuesday 7th June 2024

Supporting refugee children in schools: a new online teacher education programme

The frontline and research teams at Refugee Education UK have joined forces with Professor Joanna McIntyre of the University of Nottingham's School of Education to create a free (for first 200 participants), study-at-your-own-pace set of learning modules for teachers and other education practitioners who want to be better equipped to support the refugee learners in their classrooms.

To register your interest, please follow this link: <https://www.reuk.org/training>



Refugee Education UK

Recruitment Event 2024

In Spring, we were proud to support our current finalist QTS students in their search for their first appointments. All trainees on the undergraduate and postgraduate programmes were invited to a day of events to help them and keep them engaged with local schools and work opportunities. Many thanks to all the school partners who attended on the day. 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.

During the day we had our regular input from the Parliamentary Education Service on campus. Their free summer visit opportunities opened this week. Find out more [here](#).



On the day of our Recruitment Event, we welcomed Lauren Herring, Deputy Headteacher at Marnel Primary School, Hampshire part of Bourne Education Trust a History Specialism graduate from the BA Primary QTS programme. Lauren supported undergraduates with an engaging talk about her own career journey and top tips for applying in 2024. Our thanks to her for this brilliant talk.

We also welcomed back another former graduate, Rob Hyneman (pictured right). Rob is now the Principal of Harris Primary Academy Haling Park, London, (part of Harris Federation). You can see his guidance for students in [this promotional clip](#).

Sharing expertise: support from school partners

We welcome offers from school colleagues to speak with our trainees, to share career journeys and to support our recruitment activities through the year. This includes supporting mock interviews with our finalists. Do contact us if you can offer such opportunities:

anthony.barlow@roehampton.ac.uk and s.laird@roehampton.ac.uk



Geography CPD Update



About Us Events & CPD Journals & Research Online Teaching Resources Curriculum Support Index

Manchester 2024 session downloads

Home > Events & CPD > GA Annual Conference and Exhibition > Past Conferences > Manchester 2024 session downloads



<https://geography.org.uk/manchester-2024-session-downloads/>

The Geographical Association Annual conference was held in Manchester at Easter. Find many of the session PowerPoints free to access on the above link. Many more will be added in the upcoming weeks. One particularly useful one focused on a BERA blog from Dr Di Swift. You can find it [here](#).

Towards curriculum design coherence in primary geography education for sustainability

Next year's conference will be at Oxford Brookes University on 10–12 April 2025. Find out more [here](#).

Planning for fieldwork this summer?

Consider the free support from the Geog:Live CPD videos including the latest one on Primary fieldwork:

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

<https://youtu.be/dNVHoktVfgo>

USING SENSORY APPROACHES TO SUPPORT FIELDWORK

Dr Kate Glanville

SENSOLOGY

Sensology aims to make use of senses (see, hear, touch, smell, well as movement related sensory systems: the vestibular (balance movements and gravity) and the proprioceptive (body positions).

GeogLive! 20

Fieldwork



Plastic: A sad but true story
Who's to blame?
What's the solution?



SCAN ME

A free resource for children and teachers alike, five minutes to realise the enormity of the plastic waste issue facing the world from a case study from one of our team. A holiday on the Isle of Mull turned into a journey of awe and discovery when a pristine shoreline turned into a plastic nightmare: <https://youtu.be/S3j2etFDKs>

Geography and nature-connectedness: Coming soon

Some of the resources created and shared to develop nature connectedness in the project which led into the main outcome of the project, the creation of two stag beetle loggeries, created in a clearing adjacent to the wall by Richmond Park. Re-using recently felled wood from the clearing and digging this deep into the ground, provides a rich habitat for these.



“Three sites – Epping Forest, Richmond Park, and Wimbledon and Putney Commons – are European Special Areas for Conservation for stag beetles. Researchers still don’t know why there have been relatively fewer sightings across north and east London. May is usually the start of the ‘stag beetle season’, which lasts until late July. The males fly clumsily with a faint clattering whirr, and are most likely to be seen on sultry summer evenings an hour or two before dusk.”

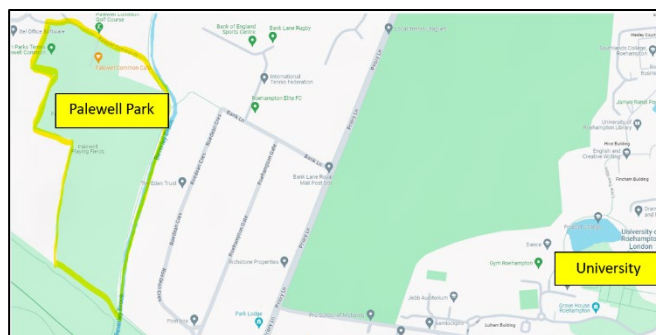
Find out [more here](#).



Below: Have you ever wondered how urban rivers are calmed and restored? In this example, Beverley Brook, SW London, is having features to slow the flow and aid deposition to vary the river bed. This supports a wider variety of fish and other wildlife. In this example it is running past Palewell Park, SW17, a feature of the Blue-Green SW17 project. Read more [here](#) and [here](#).

If you would like to attend a launch for our Teacher Toolkit, which will include video and downloadable teaching materials, all of which will be applicable beyond this specific location, do email anthony.barlow@roehampton.ac.uk. We will send out more details in future newsletters and host a launch even in early June. This may even support you in fieldwork this summer we hope!



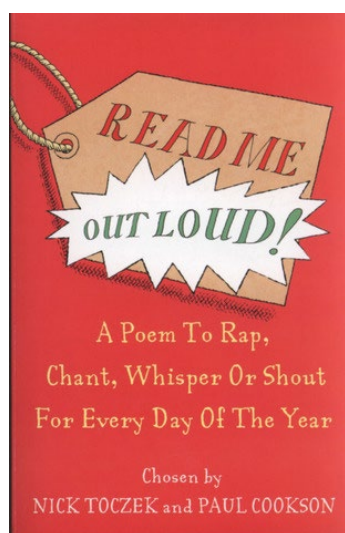


Above: Filming the toolkit with Roehampton students.

Left: If you have ever wondered what bird-life is in the locality Phil Bull (pictured far left) our highly engaged Science Technician can tell you. His insights will also feature in one the toolkit's videos. Phil tweets about local urban birdlife at: <https://twitter.com/Froebirder>

Book reviews from our BA Year 2 Student Teachers

By Becky Tolley, Year 2 Roehampton BA Education QTS Student



Read Me Out Loud is a poetry anthology curated by Nick Toczek and Paul Cookson, containing one poem for each day of the year. It includes a range of poems, both classical and modern. It is presented simplistically due to having no illustrations. I think this is a positive aspect as it allows for a wider range of interpretations by different readers. Overall, it is a good starter anthology to have on hand to prompt learning, particularly in performance.

I was given this book as a gift from my school when I was about 7; each child was given a book as part of a literacy drive by the Parent's Association. As a child, I liked to see what poems would come up on important days to me, such as my family and friends' birthdays or Christmas. I remember working on some of these poems at school and performing some of them. I particularly like the poems *Sound Test* by Lisa Carter, *The Tyger* by William Blake, and *Cloakroom Argument* by Andy Seed.

Exploring and reciting poetry is a National Curriculum requirement for all years. For example, the National Curriculum for year one states that pupils should be taught to '*appreciate rhymes and poems, and to recite some by heart*'. By years three and four, they should be taught to '*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action*'. This book supports these requirements through its wide variety of structures and themes of poems. Having one poem for each day encourages children to want to return to it independently, as it is both manageable and engaging; using this book would be a great way to ensure that children in the class hear a poem daily or weekly. It is also a good resource for children to develop their voice and performance. Reading, listening to and performing poetry will also develop their ability and confidence to write poetry.

As a teacher, we must recognise that many authors appear more than once over the year. In particular, the curator's poems appear a significant number of times, sometimes several times each month. Whilst this may be useful for developing familiarity with certain poets, we might need to be careful when comparing the poems. We also need to explore other poets for increased diversity and representation.



By Emilia Hampson, Year 2 Roehampton BA Education QTS Student

The Book of Brilliant Bugs by Jess French is an enchanting and informative non-fiction children's book that takes young readers on a fascinating journey into the world of insects. From bees and butterflies to beetles and spiders, the book is filled with amazing facts and beautiful illustrations that are sure to captivate and educate children.

One of the most impressive aspects of the book is the depth of information it provides. Each page is packed with interesting facts about the different bugs, including their physical characteristics, behaviour, habitats, and my favourite part, their importance to the ecosystem. The information is presented in a way that is accessible and engaging, making it easy for young children to understand and appreciate the wonders of the insect world.

The illustrations are colourful and playful, which adds to the overall appeal of the book. Another great feature of the book is the way it encourages children to explore and engage with the natural world around them. The book includes practical tips for finding and observing bugs in the wild, as well as suggestions for creating bug-friendly habitats in your own garden. This emphasis on hands-on exploration and discovery is a wonderful way to inspire children's curiosity and love of nature. For SEND pupils who love insects this is an amazing book, but it is also excellent for any child who is curious about the natural world. It can be used when going outside by teachers to identify bugs and to teach them about the importance bugs play in the world.

Enhanced Learning Experience: BA Primary Year 2



All students complete assessed Block School Experiences to gain QTS, to gain extra experience beyond their age-phase in a Complimentary School Experiences as well as an 'ELE' experience to broaden and deepen their experiences in BA Year 2. This placement is their own choice and might involve storytelling like Mo Lomas describes elsewhere in this newsletter, as well as other museum, special school, forest school and other educational setting placements during February half-term and the week across London and beyond. Three students this year spent as many as ten days hosted by London's Royal Parks Education team, specifically with the teaching

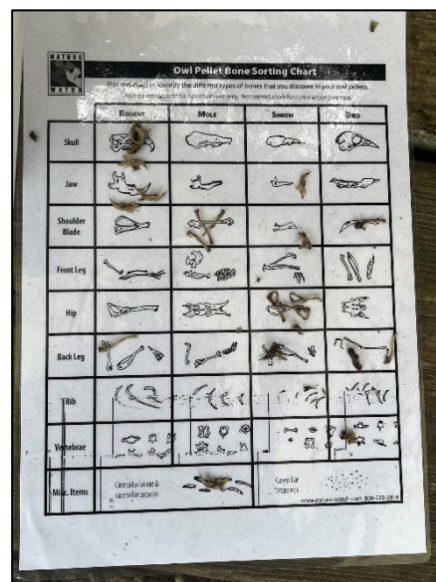
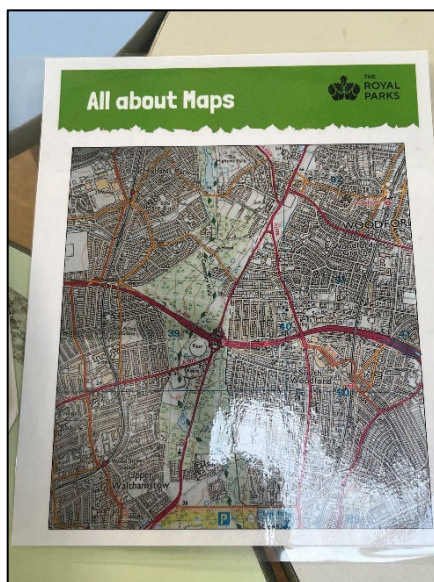
team at Hyde Park. Here are Becky and Amy's reflections and some photos.

"Becky and I had a fantastic time at Hyde Park Learning Centre, and we wanted to share a flavour of what we got up to. Over the last two weeks we took part and supported their discovery days where children and their families (over 200 a day) came in and learnt about birds especially those found in Hyde Park. We also had several school visits during the second week and hosted sessions including maps and orienteering, weather and habitats. This experience has been very valuable, and grateful for the opportunity to experience learning in a very different setting. The Learning Centre also asked Becky and I to work on a mini sustainability project which we are presenting on Friday and will share with you next week. In addition, we were privileged to join a tour the 'Hidden Stories of Hyde Park Tour' which included a visit to a secret pet cemetery and learning about the reservoir underneath Hyde Park."



You can find out more about Hyde Park's Education Programmes here:

<https://www.royalparks.org.uk/visit/parks/hyde-park/hyde-park-learning-centre>



Design and Technology: How we are supporting ECTs

By Sue Miles-Pearson, Subject Leader for Primary Design and Technology Education

s.miles-pearson@roehampton.ac.uk

At Roehampton we pride ourselves on how we support Early Career Teachers. Into their ECT years, our graduates still have access to the university and are encouraged to maintain links with their tutors.

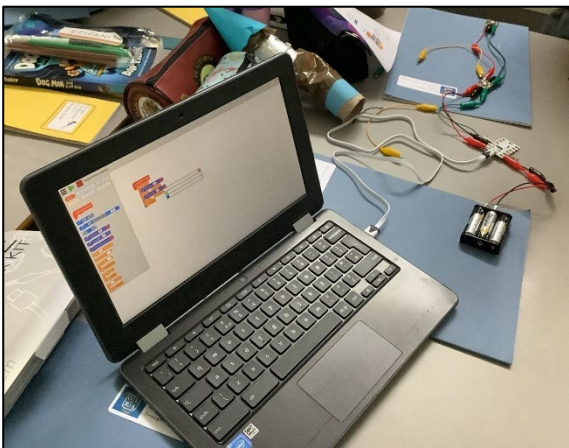
I am pleased to say that Megan is one of these students, who contacted me during her first year of teaching. As a Design & Technology specialist she was asked to help address this link from the Design and Technology National Curriculum:

Technical Knowledge: Apply their understanding of computing to program, monitor and control products. *National Curriculum and the Teaching Standards, 2nd Edition, 2018. Design & Technology KS2.*

Megan got in touch for advice, as she didn't feel very confident in teaching programming using crumble kits to whole class. Megan came for a visit after school, and we discussed how she might use these in her teaching. I lent a few crumble kits to Megan, so that the children could share them, and so her school might see benefit of purchasing their own.

To Megan's credit she did a lot of her own research and went on to teach her class programming with the crumble kits extremely successfully. So much so in fact that Megan was asked to support the Year 5 teacher in using the kits with her class. The Year 5 teacher reflected:

We linked our geography topic of a 'UK, Europe, North or South America Comparison' with our DT topic of 'Coding and Control'. We made houses linked to our geography topic, comparing three countries and made Alaskan ranch houses, Russian tower blocks and British terrace houses and semi-detached houses. Then we used a 'crumble' kit to programme a complex electrical system in order to make a light for our homes. The children had to work out how to programme the 'crumble' kits and make the light turn on in the homes that they had constructed through junk modelling.



After this resounding success, the school have now seen the benefits of teaching programming in this cross curricular way and have now purchased their own sets. Megan was recognised for her hard work, and going into her second year of teaching was made the coordinator for Design & Technology.

Remembering Lesley Prior

It is with huge sadness that we share that Lesley, our friend and colleague and leading light in the world of RE education, has passed away. She had experienced a long illness but her passing was peaceful and she was surrounded by her family.



Lesley started work at the University of Roehampton in 2009 having been an advisory teacher for Hounslow. Whilst working with us, she continued much other work in the field of RE education, including being Community Primary RE Adviser for the London Diocesan Board of Schools, Chair of the SHAP Working Party on World Religions, Chair of ETFRE (European Teachers for Religious Education) and Chair of the society for RE Advisers. Her contributions to understanding high quality learning and teaching in the subject are immeasurable, and she was extremely highly regarded by students, schools, local authorities and nationally, not only for her wealth of knowledge and expertise but also for the way in which she conveyed this with such clarity, passion and conviction.

In the primary phase, she nurtured hundreds of student teachers in order to equip them with an understanding of the purpose and value of the subject, inspiring many to go on to the specialism study of RE as part of their degree course. We know that many of you reading this will have been personally influenced by her guidance, either as schools reaching out for support or as our alumni who will have been privileged to have experienced her teaching directly.

As a colleague, Lesley showed endless professional generosity, giving freely of her time and energy to support the team. She was always a model of wisdom, care and attentiveness, listening intently to others and finding positive approaches to our shared work. Others' wellbeing was at the heart of all she did and she brought personal and professional insight to all she did.

Lesley will be missed beyond measure by us all. We were fortunate to have worked so closely with such a wonderful person and truly brilliant specialist in her field. We know that - through her teaching - her inspiration, knowledge and wisdom will continue to influence the teaching profession and the pupils with whom we all work. We hope that recognising the depth of her legacy provides comfort to her family, friends and colleagues at this extraordinarily difficult time.

Sarah Leonard (Head of Primary ITE), on behalf of the ITE team

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)

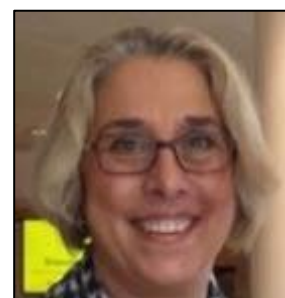
Subject: Design and Technology

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.

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