

**Primary Schools Partnership
January Newsletter**



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26

A message from our Deputy Dean,

Dear colleagues,

Best wishes for the term. I hope you are all well and looking forwards to lighter mornings and evenings. This helps us to manage our own wellbeing as winter continues. The DfE have provided resources to help improve workload and wellbeing in addition to providing AI support. Please find the extract from their recent newsletter below which you may be aware of.

Explore new resources added to the Improve workload and wellbeing service

The [‘Improve workload and wellbeing for school staff’ service](#) contains a range of supportive resources for schools to review and reduce workload and improve staff wellbeing. We have recently worked with school leaders to create new case studies and resources on:

- [creating your own wellbeing charter commitments](#)
- [activating wellbeing champions](#)
- [easing the pressure of marking](#)
- [identifying issues using a staff wellbeing survey](#)

If you have suggestions to improve the service, please share them through our [feedback form](#).

AI support for teachers

The DfE, in partnership with the Chiltern Learning Trust and Chartered College of Teaching, have published [online resources](#) to help all school and college staff, including trainee teachers to use AI safely and effectively.

The resources include a toolkit for all educators, offering support to understand and interact with AI, how to use it safely and some potential use cases. To supplement these materials, the Chartered College of Teaching have also published a collection of case studies from primary, secondary and special schools, academy trusts and colleges.

Best Wishes,

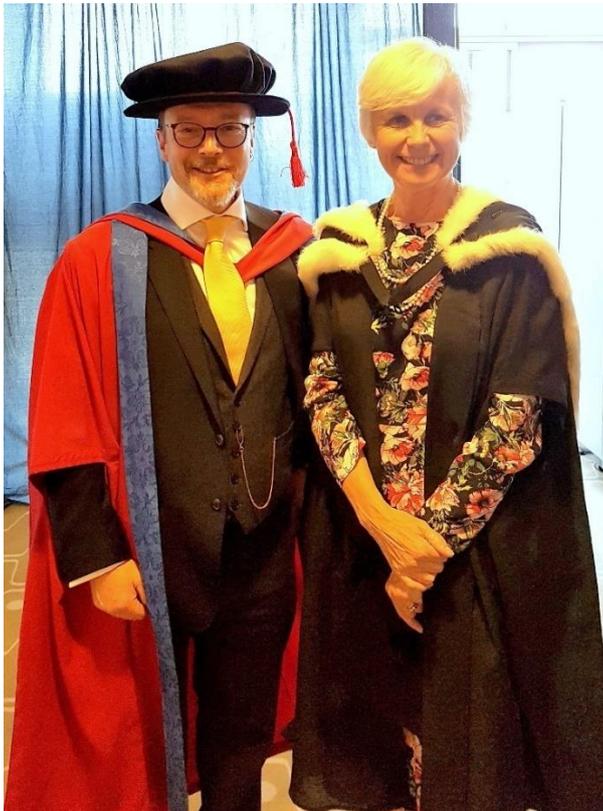
Matt Sossick

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

In this issue



Some of our students share the work they have been doing, including complimentary school experience and creating story sacks. News about the National Year of Reading, visits made by some of our Year 2 Primary Education Students connected to their subject specialism. Some free resources and training, and more. We also have an update on Gardening and Gums, with information on taking part in round 2.



We are deeply saddened to share news of the passing of Liz Broad (in October 2025), former Head of Primary, who worked at the university from 2014-2017.

During her time with us, Liz was a kind, caring and supportive colleague, known for her passion for the teaching of primary English and her strong commitment to developing children's reading. She worked closely with many of our partnership schools and made a significant contribution to the development of primary teacher training students. Prior to her time with us, Liz also worked at Kingston University, where she trained and supported numerous primary teachers, across the local area, extending her influence well beyond the University of Roehampton.

Liz will be remembered fondly by colleagues and past students alike. Our thoughts are with Liz's family and friends who all had the privilege of knowing her: Stephanie Laird

“Liz Broad was an important figure in my life. She was, of course, my line manager when I first worked at Roehampton, but we actually had known each other since the early 1980s. I was a student-teacher at Southlands and attended St Mary's Church Wimbledon where I found myself teaching Sunday School alongside a young Liz Broad. Some 15-plus years later, we recognised each other when I was giving a guest lecture at Kingston University and Liz was (I think) leading PGCE English. She led me gently towards working in Higher Education and (just as significantly) persuaded me to join the UK Literacy Association. Liz's passionate commitment to the right of every child to be introduced to, and have access to, rich literature (embracing modern and classic texts, print and new media) was infectious, and I will be forever grateful that she was able to carry me with her. The UKLA community was shocked at the suddenness of Liz's passing, and its members have been more than warm in the tributes paid to her. It was Liz who persuaded me to apply for the role of English lead at Roehampton and, at her uplifting memorial service, Sarah Leonard reminded me that when we both joined the university, Liz held a little welcome for the new members of the team and that the cake provided was

coffee and walnut. I am pleased to say that I am able to assure Sarah that, whilst the presence of that particular confection was a clear nod to my preferences (I am easily bribed with coffee and walnut cake), Liz was an effective and fair manager, and did not fear to tell me when I got things wrong.

Thank you, Liz, yes, for everything that you did for me, but also for the students whose journeys into teaching you touched, and for the countless children whose lives you enhanced despite them never knowing you. May you rest in peace and rise in glory.”

Dr. Alastair K. Daniel (he/him)
storyteller | consultant | independent scholar
Honorary Senior Fellow of the University of Roehampton



Supporting employability – Complimentary School Experiences (CSE) BA Year 1

*We pride ourselves on our local contacts and connections to education-related groups, charities and institutions who work with schools. One of these who has supported us with CSE placements for a number of years is the former Hammersmith and Fulham Urban Studies Centre, now known as Urbanwise. Thanks to Moya and the team for supporting us last year – here Jessica, now a Year 2, reflects on what she learned last summer. **Anthony Barlow***

Find out more about Urbanwise here: <https://urbanwise.london/>

I thoroughly enjoyed my experience working with Urbanwise as part of my complementary school experience. Working with Urbanwise gave me the opportunity to engage across a wide range of educational settings, including SEND schools, independent schools, mainstream primary schools, and community-based learning groups. This variety allowed me to experience geography beyond the traditional classroom, highlighting the flexibility and relevance of the subject.

This placement felt particularly meaningful as it took place in an area, I have lived in of West London. Returning to a community I know well while supporting children’s learning within it strengthened my understanding of geography as a subject rooted in place. It reinforced how children’s geographical understanding develops most powerfully when learning is connected to their own surroundings and lived experiences.



Photo: Teaching about canals – an important part of local area studies in History and Geography

A key aspect of my experience was supporting outdoor learning along local canals. Much of the learning took place outside the classroom, which reflects one of the most important elements of geography: allowing children to explore, observe, and engage directly with the world around them. Through hands-on experiences such as litter picking in kayaks or alongside the canal, pupils learned about environmental responsibility, sustainability, and their role in caring for local spaces. These activities supported both children and teachers in understanding how human actions impact the environment in real and tangible ways.

One particularly memorable moment was when a pupil explained to me how much they enjoyed their visit with Urbanwise and taking part in caring for their local area. This highlighted how geographical learning can foster a sense of ownership, responsibility, and pride in place.

My experience was not limited to working with children in school environments. I also had the opportunity to work with home-educated children, which further emphasised that geography learning is not confined to traditional schooling. These sessions brought together children from different backgrounds and communities through shared exploration. Children took part in investigative activities where they analysed the canal environment, identifying organisms and wildlife such as leeches and other small species often overlooked in everyday life. Seeing their excitement as they discovered life just a few feet away demonstrated the power of fieldwork in developing curiosity and observational skills.



As a student teacher specialising in geography, this experience has significantly shaped how I view the subject. It reinforced that geography is not just about maps or locations, but about people, environments, and the connections between them. Overall, my experience with Urbanwise was incredibly memorable. Again, as someone with roots in West London, it truly reinforced to me how meaningful and important it is to not only support but provide opportunities for all children to access geographical learning experiences that may not naturally encounter in their everyday lives. It also encouraged me to reflect on the role I play in shaping how children

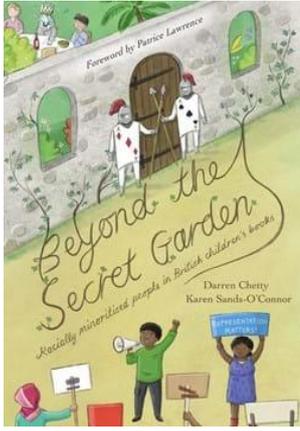
understand, value, and care for the world around them. **Jessica Brown, Year 2, BA Primary Education QTS.**

To mark The National Year of Reading 2026, each month, I'd like to pass on two or three ideas for inspiring Reading for Pleasure.

1. If you enjoy knowing more about children's texts, this link contains many interesting blogs that are linked to the book below –

<https://booksforkeeps.co.uk/articles/?wpv-article-category=beyond-the-secret-garden>

<https://www.englishandmedia.co.uk/publications-magazines/20807/beyond-the-secret-garden-childrens-literature-and-representations-of-black-and-r/>



2. If you wish to find out more about your pupil's reading habits, here are three surveys from the Open University Reading for Pleasure team that you can adapt.

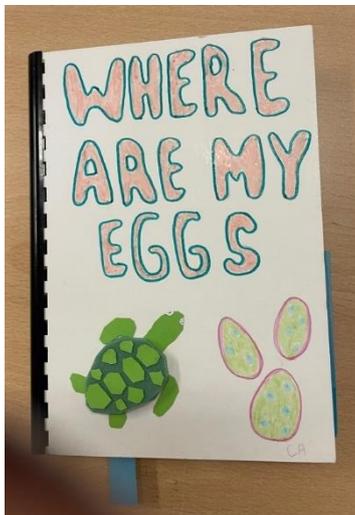
[KS1, KS2 and KS3 Reading Surveys from The Open University](#)

3. Details about the new Booker's Children's prize are all here. Shortlists announced in November 2026! (only 10 months to wait on that one!)

<https://thebookerprizes.com/the-childrens-booker-prize>

Anna Harrison

Year 3 English and DT Subject Specialists came together to work on understanding how to make Pop Up Books.



We began with a short history of pop-up books. that Dean and Son's *Little Hood* is one of the examples of pop-up children in the UK. A first being sold today for £900!



talk about the Did you know *Red Riding* earliest books for edition is See

<https://www.rookebooks.com/1859-dean-s-moveable-books-red-riding-hood>

We also went on a virtual tour of an American museum which showcases how pop-up books go all the way back to the 1100s.

[Pop-Up Books through the Ages" Video Tour](#)

<https://www.newberry.org/calendar/pop-up-books-through-the-ages>

Sue Miles Pearson reminded students of the three levers you can model with children, with the language of pivots and load being important. Following this, we encouraged students to write a story and think about how to incorporate three lever mechanisms into the individual books. The images above showcase one student's effort with a story about a turtle who is missing her eggs. She used an 8 mm foam to provide a 3D turtle effect and the first page models a downward level pull tab.

For us, this cross-curricular project combines English and DT using a principle of creativity and design as well as knowledge about story authoring and levers.

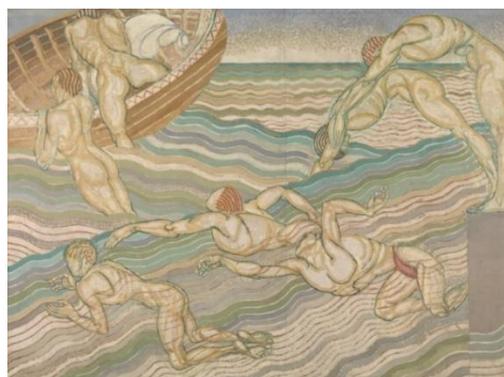
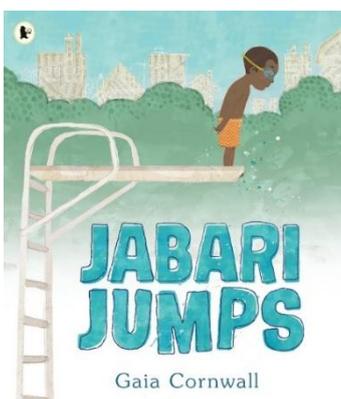
Anna Harrison and Sue Miles Pearson

Art Specialists and English specialists visit to Tate Britain: Kerenza Gosh and Jo Nugent



In December, the BA Year 2 Primary ITE English specialists and art specialists visited Tate Britain with their tutors, Jo and Kerenza. The students were given space to explore the galleries for themselves, identifying artworks that caught their personal attention. They found some pieces to be intriguing and some puzzling, while other pieces brought them joy. Together, we looked closely at selected artworks alongside picturebooks, to highlight the value of using these resources side-by-side to develop children's visual literacy.

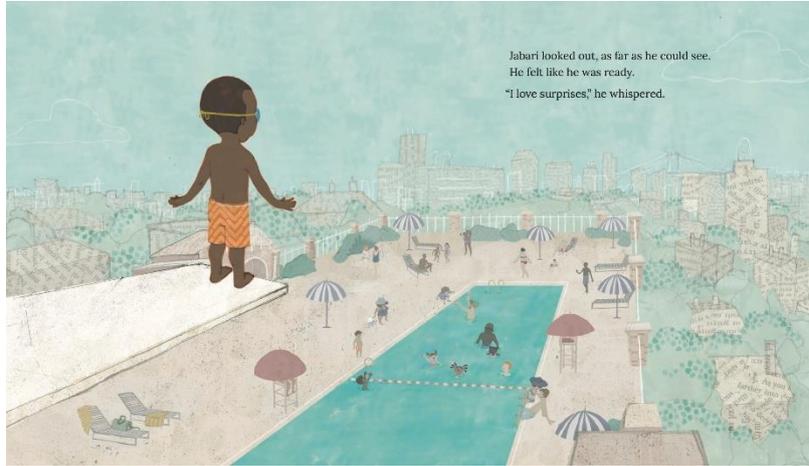
Picturebook by Gaia Cornwall, *Jabari Jumps*



Artwork *Bathing* (1911) Duncan Grant

“Last week, I visited the Tate Museum with our English and Art specialists. We explored the galleries together and discussed what we could see in each artwork. This visit linked closely to the National Curriculum requirement for children to learn about great artists, architects and designers throughout history. We matched poems to different pieces of art by thinking carefully about their themes and the information displayed nearby. At the end of the visit, each group shared a summary of the beautiful picture books and explained how these connected to the artworks in specific rooms. We also created our own poems inspired by the art and the themes we were given. This is an activity that I believe would be wonderful for children, helping them to be creative, collaborate with one another, and make meaningful connections between art and literacy”.

**By Marwa Mohamed, BA Y2
Primary ITE English specialist**



“The Tate Britain is a brilliant resource for any teacher out there! During our trip we had some extraordinary collaborative and creative moments. An explosion of Art meets English, where art allows the opportunity for stories, imagination and oracy to come to life.

One technique was to look at a painting and develop our initial responses, using our observation skills to draw out information and inquiry. We looked at *The Cholmondeley Ladies* to spot the difference between the two figures. What might not appear at first glance, slowly came to our attention. We began to imagine their story, what kind of life could they have led? Were they in fact twins or not related at all?

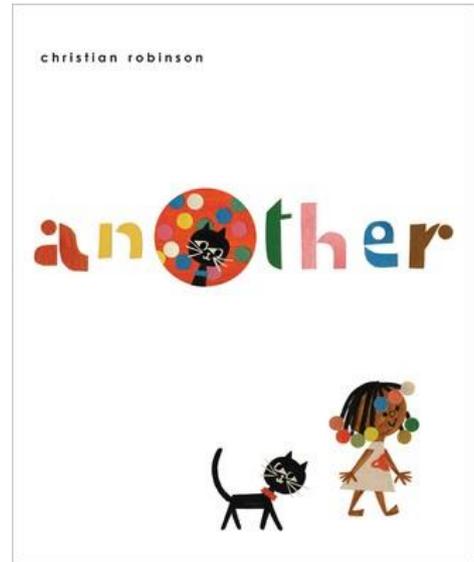
Another idea was to identify the same object or theme within a gallery space and create links between paintings that might steer towards children’s interests, such as dogs.



After reading ‘DOGS’ by Emily Gravett, we turned to creativity and imagination. A task that changed our perspectives on the paintings, where we had to find a figure within the paintings and draw this person with a loyal dog beside them. This unconsciously had us looking at the negative spaces around each figure. Changing the moment that we might see through a painting and making it our own! Sharing these was both amusing and inspiring, but ultimately the very best of fun! And that’s what children should experience - fun! Galleries are not to be seen as intimidating or difficult spaces for children to connect with. With just a few guided tasks, gallery visits allow all children to fully explore the potential of images and visual exploration.”

By Emilia Dyer, BA Second Year Art Specialist

Artwork by David Bomberg, *In the Hold* (c.1913–14)



Picturebook by Christian Robinson, another



“Art is created from the stories and pictures we perceive in life. We went to the Tate Britain, and we learnt a lot about the different paintings, not just what it shows, but the meanings behind it and what they signify. Taking children to Tate Britain is a great educational experience! When children see famous paintings and sculptures, they can come up with stories about the people and scenes they see. This helps develop their creative thinking and visual literacy skills. It also teaches them about art history and different styles of art. Visiting a gallery like Tate Britain can have multi-cross curricular links. We created poems and looked at different books related to the paintings in the room. It was a very fun experience being at the Tate Britain and could be adapted for children of different ages”.

By Nadira Mojumdar Rahman, BA Y2 Primary ITE English specialist

Another Jump

In light or dark, brightness still appears.
Falling down, down, down coloured
bricks laid under my feet or falling in
Water where the world drowns at my
Feet.

Step into the portals of curiosity, which
Open in different parts of my mind.
Will you join me, come and find me,
I'm almost on the other side.

Into another world we go down-up-down.

*By Emilia, Farhiyo, Marwa and Nadira
(BA Y2 Primary ITE)*



Story Sacks by our Year 2 Education Studies Students

'Ten Play Hide-and-Seek: By Sofiiia Dovahniuk, Year 2 Student, Education Studies

The book 'Ten Play Hide-and-Seek' was chosen for this Story Sack as it is appropriate for children aged 4–6. Its simple narrative structure, repetitive language and engaging hide-and-peek theme were key factors in informing this choice. The story supports early counting, sequencing and memory skills while maintaining a playful and reassuring tone suitable for young learners. The book features a diverse range of animal characters, allowing children to engage with difference in a non-threatening and inclusive way. Its focus on emotions such as excitement, nervousness and calm supports emotional literacy and social development. Therefore, the predictable storyline and familiar domestic setting make the book accessible, supporting children's confidence, participation and enjoyment.



Items in the Story Sack



The first item in the Story Sack is a set of black-and-white printed character puppets representing the animals from the story. Children choose a character, colour it independently and decorate it with a bow if they wish, supporting creativity, choice and fine motor development. Additionally, during shared reading, children listen carefully for the name of their character and respond by raising the puppet and making the animal's sound it produces.

The second item is a hide-and-peek map showing the places where the main character searches for the animals, such as

the bed, drawers and other furniture. Children are encouraged to recall and sequence the order of the search, for example identifying what was found first, second and next. Therefore, this activity develops early mathematical thinking through sequencing and positional language, as well as comprehension skills by linking illustrations to narrative events. It supports spatial awareness and memory recall, key aspects of early cognitive development (Piaget, 1953). Curriculum links include EYFS Literacy and Understanding the World, as well as KS1 English reading comprehension and early Geography by using simple maps and spatial awareness positional vocabulary.



The third item is a set of emotion cards representing feelings experienced during the story, including excited, sneaky, nervous, brave, sleepy and others. Children use these cards to discuss how characters might feel at different points in the hide-and-seek game and at the calm bedtime ending. This activity supports emotional vocabulary, empathy and self-awareness, which are central to Personal, Social and Emotional Development (EYFS). According to Mortazavizadeh, Göllner and Forstmeier (2022) developing children's emotional competence is a fundamental requirement for both academic and social success. The activity links to PSHE learning and the National Curriculum emphasis on spoken language, helping children articulate feelings and understand emotional responses in themselves and others.

Bibliography: Mortazavizadeh, Göllner and Forstmeier (2022). "Emotional competence, attachment, and parenting styles in children and parents," *Psicologia: Reflexao e Critica*, 35(1).

Piaget, J. and Cook, M. (1953) *The origin of intelligence in the child*. Harmondsworth: Penguin.

Academic Staff Summit – Jo Peat

We held the first Academic Staff Summit of this academic year on 8 and 9 January 2026 and welcomed, in total approximately 270 participants from across the university. Sadly, the summit clashed with teaching for some – there really isn't a perfect time in your hugely busy schedules! The themes for this summit were graduate outcomes and technology-enhance learning, in line with the SAIL pillars. The summit was a mixture of keynotes and workshops, and Education, as always was a key contributor. Carrie Winstanley led a very popular workshop, 'Balancing AI Assistance and Student Voice,' offering us ways of thinking about ways to support student learning and to encourage reflection using AI, whilst keeping teaching ethical, inclusive and student-focused. The session highlighted tasks that encourage reflection, critical engagement, and retention of personal voice, showing how AI can be integrated thoughtfully without creating pressure to adopt dramatically new approaches. Other workshops included reflecting on whether AI is the death of higher education – luckily the conclusion was that it isn't! - exploring multimedia submission options in Moodle, using Mentimeter in meaningful ways, using AI ethically and responsibly and going beyond the chatbot, to name but a few.



We have already received quite a lot of feedback (the feedback survey is still open) and this suggests that highlights of the summit were:

- The quality of speakers and keynote sessions. Charlie Ball was particularly popular, which is quite an accolade for a statistician talking about graduate outcomes in early January.

- The practical, actionable content, of sessions with several people feeding back about ideas and strategies they intend to implement in their own settings.
- The opportunities for professional networking, although participants would like us to build in more opportunities.

We are now looking forward to the 1-day June summit, where the theme will be inclusive practice. If you have ideas for contributions or any suggestions, please do get in touch. We'd love to hear from you.

Wishing you all a very successful and enjoyable spring semester.

Free Science Resources developed by the Wellcome Trust and lead by Professor Ian Abrahams

Professor Ian Abrahams, Head of Research and Knowledge Exchange in the School of Education & Professor of Science Education and Director for the Centre for Educational Research at The University of Roehampton lead a Wellcome Trust funded research project to develop materials for primary and secondary teachers.

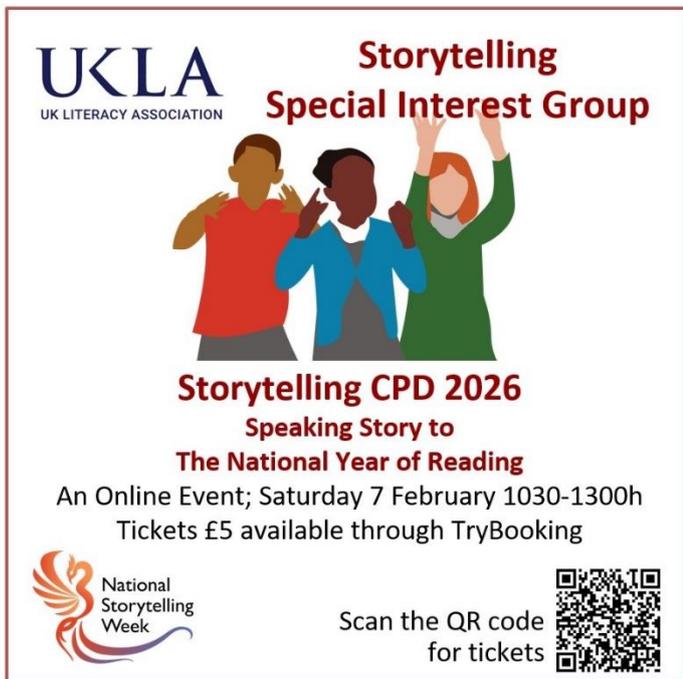
These research-informed primary (and secondary) science lesson plans were developed through the Research-to-Practice project, (research teams at the University of Roehampton, the University of Lincoln, York St John University, and the KYRA Research School).

The project was designed to improve the effectiveness of science teaching and learning by providing time-pressed teachers with quick, easily and freely accessible, routes to relevant educational research that could directly inform classroom practice.

Through the project, key barriers to effective science teaching at both primary and secondary levels were identified. The researchers then produced concise summaries of the evidence on how these challenges can be addressed and then, with the support of teachers, that research evidence was transformed into lesson plans that are available [here](#).

UK Literacy Association Storytelling Special Interest Group, Storytelling CPD 2026: Speaking Story to The National Year of Reading

(an online event) Saturday 7 February 1030-1300h - tickets £5 available through TryBooking: <https://www.trybooking.com/uk/FSJD>



2026 has been declared the National Year of Reading, and this year's UKLA Storytelling Special Interest Group annual CPD event will celebrate the connections between oral storytelling and reading. This event is aimed at teachers and all those working in education who want to make oral storytelling part of their classroom practice and encourage learners in their own storytelling.

Dr Alastair K Daniel (storyteller and consultant, and Honorary Senior Fellow of the University of Roehampton) and Tracy Parvin (literacy consultant), who facilitate this CPD event, are looking forward to welcoming **Liz Weir MBE** as this year's guest speaker. Liz is a storyteller and writer from Northern Ireland with an international reputation and expertise in bringing children's

literature to life. In 2019 Liz was awarded an MBE for her services to the arts and to education.

In this training, we will explore how, through storytelling, we can:

- Connect reading and spoken language
- Foster a love of story
- Support fluency and expression in reading
- Create a language-rich environment
- Develop ownership of texts

If you have any questions about this event, please email Alastair at akdaniel@storytent.co.uk

Our 2nd dip into, The Link - From. No. 16, March 1925. Pages 39-40."Ideal Education."

The second article in this series using The Link to publish transcripts or excerpts of articles from its near-century-long run that relate to primary education, covering topics from classroom practice to broader policy. Our aim is to provoke reflection and to connect – link – today's issues with the experiences and insights of earlier generations.

For access and further information, contact Kornelia Cepok at archives@roehampton.ac.uk

IDEAL EDUCATION.

On one of the few fine days of this summer I chanced to meet the Editor of The Link at a Highland Gathering. The sky was blue, the pipes were skirling merrily and everyone was in

holiday mood, so I fell an easy victim to her blandishments and blithely promised to write my views on Ideal Education. Since then, I have spent my time regretting my rashness for, although it is easy enough to talk of all-sided development theoretically, when it comes to the actual planning of a curriculum, it is so difficult to find the actual time for everything without the overcrowding of a child's time and the possible failure to provide for the mastery of any one subject. Again, every child varies, so that an arrangement of work that would be ideal for one might be the very reverse for another.

What is essential is the provision of opportunity for the development of the child's powers as, and when, the desire for development arises, and also the provision of stimulating experiences likely to arouse such desires. What I have in my mind would be a developed and advanced Montessori system where the materials for the pursuit of knowledge in all branches, including music, the arts and crafts, would be provided, and demonstration lessons given. Then the pupils would choose, under guidance, those subjects which interested them most. Care would have to be taken to guard against the dilettanté spirit, and against the waste of time and energy which might arise through the lack of proper foundation. This leads me to lay stress on routine work in spelling, grammar, arithmetic and a classical language.

I should like to see all that is good in our present Public Schools preserved and combined with a much more elastic system of teaching, probably along lines similar to the Dalton system. Also, I should like all school libraries, laboratories, music rooms, studios, etc., to be free to the pupils in recreation as well as in school. Thus, the scientific child might dabble in the arts, and the artistic child play a little with science. Such dabbling is a useful and necessary thing when indulged in as a recreation and prevents over-specialisation and isolation and gives an opportunity for the opening out of new, and possibly unsuspected interest and ability.

JOSEPHINE OGSTON.

[So much for Mrs. Ogston's theory of education. As regards her practice I should like readers to know that her eldest boy gained two scholarships this year, one for Eton and the other for Oundle.—Ed.]

Spotlight on the School Experience Collection: Stevie Russell

This collection is designed to support the School of Education by providing high-quality, inclusive, and relevant teaching and learning resources, and aims to promote excellence, inclusivity, and awareness of the diversity represented in today's classrooms. To meet these aims, the collection is held jointly between the Library and the Archive. This allows historical materials to be held alongside modern children's resources. The School Experience Collection (SEC) also has non-book materials such as puppets, magnets, puzzles, and toys. These resources are open to everyone regardless of their area of study or field of work to encourage multiple ways of engaging with this collection, whether for your personal enjoyment and learning, or for the enjoyment and learning of a young student. Click the link below for more information.

<https://library.roehampton.ac.uk/collections/spotlightposts/spotlight-on-the-school-experience-collection>

Roehampton's Special Collections and Archives also hold some unique resources relating to the study of children's literature, one of our specialist subjects, taught at postgraduate level. These include the personal archives of Richmal Crompton, the 20th century author who is most famous for her popular Just William stories; and the Children's Literature Collection, which contains historical children's books dating as far back at the 18th century, plus related research material. For more details of these wonderful collections, see this 2023 Snapshot from the Archives:



<https://library.roehampton.ac.uk/archives/blog/Snapshot-from-the-Archives-Childrens-Literature>

These special collections are only available for consultation in the library, by appointment. There is a community membership scheme for those who are not current staff or students at Roehampton; see here for more details: <https://www.roehampton.ac.uk/student-support/library/visitors-to-the-library/>

Leading for Sustainability in Schools: Insights & Tips: Anthony Barlow



Watch here: <https://www.youtube.com/watch?v=Flh4rE2MljA>

Anthony Barlow, Subject Lead for geography at Roehampton, and members of the Geographical Association, hosted a CPD webinar to start the term. This long-running sequence of webinars has featured sustainability education before (see below, GeogLive! 15), and this time the focus was on **Leadership for Sustainability**. The featured case studies had a host of highlights for you to consider in your own practice.

1.1 WHY SUSTAINABILITY MATTERS IN EDUCATION

- **Equity** – Climate change and environmental issues impact the most vulnerable first. Embedding sustainability in the curriculum helps pupils understand these inequalities.
- **Wellbeing** – Climate anxiety is real. Giving children agency (and the truth) through deep knowledge and action might reduce worry, confusion over unproven data, and builds hope.
- **Skills** – Today's pupils will need sustainability awareness and problem-solving skills for their future.

1.2 CURRICULUM IDEAS

- Try local, rooted or Earthshot-inspired projects where pupils think of futures where there are alternatives and consider solutions for environmental challenges. <https://earthshotprize.org/>
- Really know, understand and explore biodiversity locally – connect children with green spaces, woodland and species in their own community as well as at a global scale.
- Use indigenous wisdom and digital innovation (AI, VR/AR) to help children think critically about different ways of understanding the world.
- Use the UN Sustainable Development Goals (SDGs). Some schools take one goal per term as a theme across subjects. There are [critics of these goals](#) and the idea of growth.

1.3 STUDENT ACTION

- Form an Eco Champions group to lead initiatives such as energy saving, recycling, and biodiversity projects.
- Use Energy Sparks <https://energysparks.uk/> to track energy usage in real time and empower pupils to analyse and reduce consumption.

Further links:

- UN SDGs: <https://sdgs.un.org/goals>; <https://www.bera.ac.uk/blog/are-the-sustainable-development-goals-sustainable>
- WWF Sustainable Schools Guide: <https://www.wwf.org.uk/get-involved/schools/resources>
- BERA: <https://www.bera.ac.uk/publication/towards-curriculum-design-coherence-in-primary-geography-education-for-sustainability>
- GA Primary Geography Journal: <https://www.geography.org.uk/Journals/Primary-Geography>

Jo Dallal, one of our visiting lecturers in Early Childhood, tells us about her work with T-levels beyond the University.

In the last newsletter, there were links to Early Childhood Studies, a three-year course leading to a B.A.(Hons.) qualification. There are many courses available for those wanting to become Early Years Practitioners. I want to highlight the latest which students may follow either in school sixth forms or at Colleges of Further Education. This qualification is a T level in childcare and leads to a level 3 qualification which is what is required for those employed in nurseries if one wants to be counted in the ratio of number of adults to children. And be considered as a full and relevant practitioner. In essence this is a licence to practice. It is not a degree qualification which is what students at Roehampton University would receive by studying on an Early Childhood course

T levels were introduced a number of years ago as an alternative to A levels. They have had a rocky start and not all schools/ colleges of further education have embraced them. However,

one of the schools in the London area that has is Burntwood school in Ealing which is one of the feeder school for Roehampton University. This is their third year of delivery. Quite a lot of money was allocated to those educational institutions who decided to deliver the courses, so much so that the school was able to equip a dedicated classroom to childcare.

The school initially had three students in the first year, two in the second and seven in this current year. The students are in childcare settings for two days a week and spend the remainder of the week studying childcare at school. This provides them with the learning to support their practice.

The course is validated by NCFE. As an assessor I assess the students in the settings. I am assessing their practice over 111 competencies in the first instance. The students have to prepare activities which are observed showcasing their knowledge of child development, safeguarding, legislation such as the Equality Act 2010, SEND code of practice and information linking to the Early Years Foundation Stage. They have to demonstrate their ability to work as part of a team, to interact with parents and to be familiar with local and national policies with regards to issues such as safeguarding and whistleblowing. They have to be familiar with the work of Ofsted. Only having covered all the 111 competencies successfully are the able to move on to develop and deliver 3 structured observations where again they have to work with children demonstrating their knowledge in all the required areas. This is only the assessment part of the course. They also have to pass an exam and an Early Years set project

It is an enormous undertaking and an awful lot to ask of level three students. However, most of the students are passionate about working with children and are extremely knowledgeable about their role with children. Having completed this course, they will be more than qualified to deliver high quality childcare

Publications:

Dallal, J. (2023) Chapters 3 and 31 in Hayes. C. (ed) *The Early Years Handbook for Students and Practitioners*. U.K. Routledge, pp.28-43:475-488

Dallal, J. (2023) 'chapter 3', in Bendou, A and Thornberg, D.(ed) *Education at the Crossroads*

Free AI literacy training for school leaders and teachers

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

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

5. Safeguarding, compliance and data

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

Other free Third Space Learning resources are available here: <https://thirdspacelearning.com/primary-resources/>



THIRD SPACE
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FREE ONLINE VIDEO COURSE

AI Literacy Course for School Leaders

With Laura Knight



5 modules 75 minutes total Certificates included Free download for every module

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Race Across the Continents with Ade Adepitan: BBC Bitesize

Race Across the Continents is a fun BBC Bitesize game aimed at 7- to 11-year-olds, to help them to practise their Key Stage 2 geography skills. Children are invited to join a group of brave explorers as they board their trusty hot air balloon and pit themselves against their rivals in a race across the world.

To help the team to victory, players must put their geography knowledge to the test. Host Ade Adepitan will be asking a series of questions to help players practise their human geography knowledge, learn about the natural world and improve their geography skills.

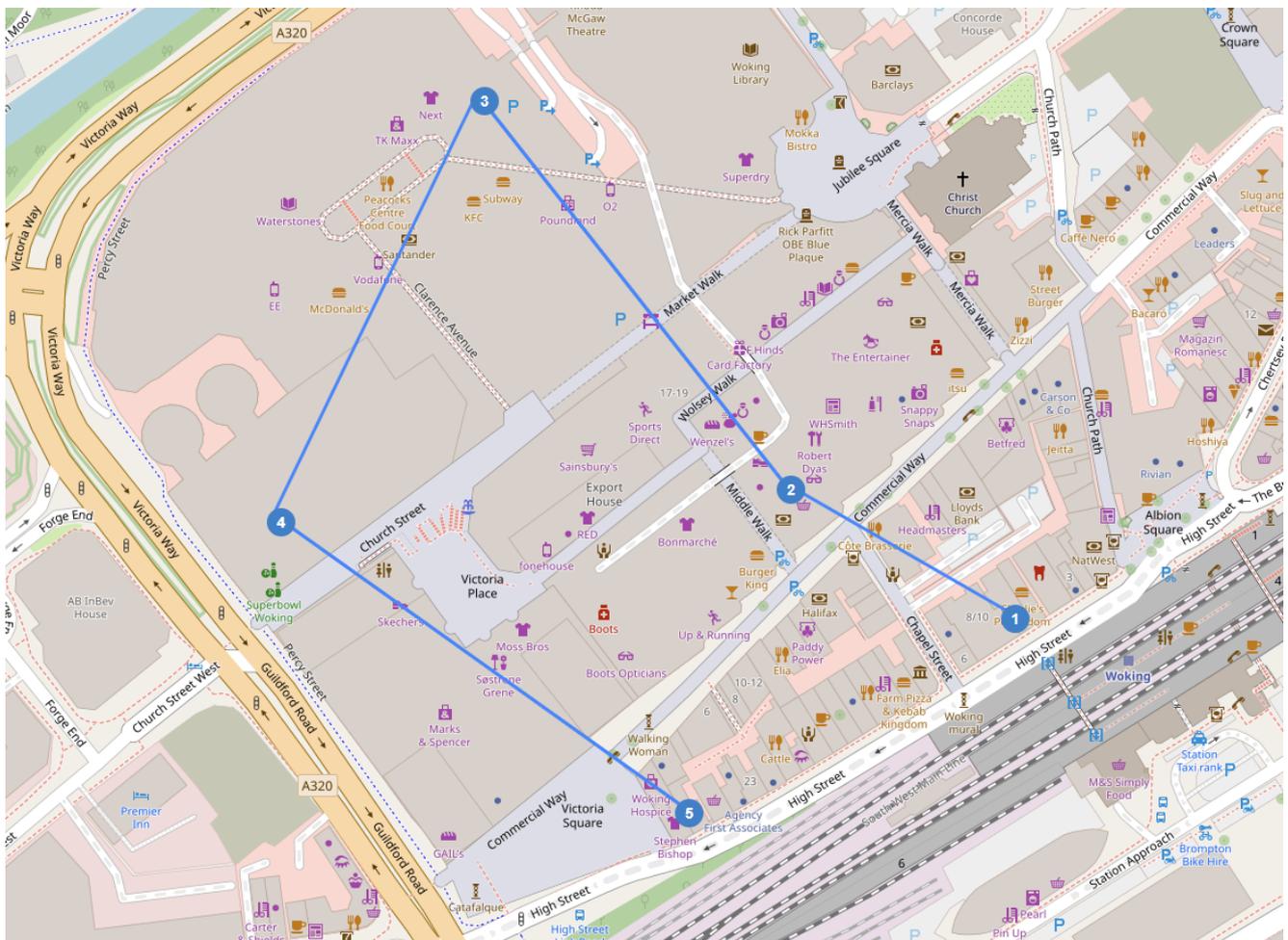
Players need to keep their wits about them as they answer questions covering everything from international trade to the environment and sustainable development, all whilst hoping the wind is on their side as they set off on the journey of a lifetime!

Explorers, are you ready? Get set – go!

Visit: www.bbc.co.uk/bitesize/topics/znfnq2p/articles/z362nk7

Experimenting with AI to create a trail: Emily Rotchell

Seeing the new BBC Bitesize geography resources from Ade Adepitan, prompted me to try out [WriteNow!](#) an AI tool designed to support our students, and developed by Roehampton academics. I wanted to create a trail around Woking which included the Ade Adepitan Statue, see the results below and feel free to use and adapt these yourself.



Woking Kids' 1 Mile Art & Adventure Trail

A fun, family friendly walking trail around Woking town centre. Distance: about 1 mile (30–45 minutes). Perfect for children!

Trail Stops

- Ade Adepitan Statue (Jubilee Square) – Strike your best winning pose!
- Sean Henry Sculptures – How many can you spot?
- The Martian (War of the Worlds) – Can you imagine the tripod moving?
- Woking High Street Mural – What colours and scenes can you see?

- Dame Ethel Smyth Statue – A composer and real-life hero.

Kids' Scavenger Challenge

- Take a photo with a statue
- Find something from outer space
- Count at least 3 pieces of public art
- Learn one new fact about Woking
- Complete the whole trail!

Optional: Finish with a park visit

Don't forget to use the local knowledge available within your school when planning a trail around your local area, and ideally take any of these experts with you as well.

Also, Miles Berry has created an AI lesson plan / feedback tool, which uses the ITTECF statements, Ofsted's toolkit and Rosenshine, inter alia: <https://chatgpt.com/g/g-6917203cdaa8819190dd406191d34853-lesson-plan-review>

Saving one tooth at a time

Let's be honest, how many times do we as adults promise to break free from unhelpful habits? How much time and energy do we spend on re-educating ourselves on basics that we struggle to implement in our day-to-day lives? The question is, what can we do so that our children have it easier?

When you're a child, caring for yourself has more to do with winning more play (read: screen) time than it is about choosing the right toothbrush and timing how long one brushes their teeth. In fact, I am yet to meet a child who would prefer talking about their oral health care instead of a new game or trend. Teaching boring concepts is always an adult's responsibility.

Background

There are strong reasons to be concerned. Each year the dental crisis puts a strain on children, schools and the NHS resulting in around 60,000 missed school days and about £9.1 millions of expenditure in London alone for tooth decay related extractions (Public Health England, 2018; Office for Health Improvement & Disparities, 2024; Greater London Authority, 2024). Beyond this, Oral Health Foundation (2020) noted that the children's mental wellbeing is taking a hit with around 12% having teeth related nightmares and 18% worried about their smiles.

Over the years Dr Melissa Jogie at the University of Roehampton tried a few variations of oral health care interventions aimed at changing the habits of school age children reinforcing better oral health care. Sugarless Green, Gardening and Gums (1st edition), and Potato Teeth were all part of an ongoing educational intervention series based on the idea of tracking pupils' cognitive changes (i.e., knowledge gained from the intervention activities) largely based on scores from multiple-choice questions in special activity booklets.

The Blueprint

Gardening and Gums is returning in 2026! As in the case of previous interventions, this iteration assumes that the associations with the gardening activities would imprint correct oral hygiene

techniques in children's memories and make it easier to recall the right hygiene techniques at home long after the intervention is over.

Through a series of fun activities using vegetables as demonstration tools representing human teeth and gums, the children are presented the common misconceptions with regards to dental care simultaneously raising awareness of sugar and its impact on oral health care. In addition to the core activities of the intervention, we aim to hold a focus group giving space for parents and carers to express their concerns, observations and hopes as well as offering guidance on maintaining children's dental health.

There is a number of educational interventions aimed at promoting better habits when it comes to oral health care many of which are betting on modern technology. By bringing fun associative elements within an offline gamified learning setting, Gardening and Gums aims to make the process immersive and captivating leading children to healthier choices and long-term dental health.

This year Gardening and Gums is trialling against Government's Supervised Toothbrushing Policy. Could we make oral health care fun for children, lower costs for the NHS, and take the mental load off the parents and teachers? Only time will tell but the odds are looking pretty good. Read more about the progress so far here.

Schools interested in participating in the next round of Gardening and Gums, please get in touch with Dr Melissa Jogie melissa.jogie@roehampton.ac.uk.

Written by Zarifa Huseynova (Gardening and Gums 2026 Project Manager)

Leading Forward Conference

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

Friday 12th June 2026

Central London

Programme highlights include:

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

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

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



Subject Advisory Panels: Spring 2026

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

Links to access the sessions are in the table below.

Subject	Subject Lead	Date and time	Online Meeting link
Art & Design	Jo Nugent jo.nugent@roehampton.ac.uk	Wednesday 4 th March 4-5pm	Join the meeting now Meeting ID: 345 561 326 001 2 Passcode: nW7Lb6Bs
Computing	Lynda Chinaka Lynda.chinaka@roehampton.ac.uk	Wednesday 18 th March 4-5pm	Join the meeting now Meeting ID: 341 558 139 677 4 Passcode: An9qu7gZ
Design & Technology	Sue Miles-Pearson s.miles-pearson@roehampton.ac.uk	Tuesday 3 rd March 4-5pm	Join the meeting now Meeting ID: 381 487 296 014 Passcode: Qx63Kr2F
English	Anna Harrison Anna.Harrison@roehampton.ac.uk	Wednesday 11 th February 4-5pm	Join the meeting now Meeting ID: 369 501 482 835 4 Passcode: 2P4SQ7y2
History	Susie Townsend susan.townsend@roehampton.ac.uk	Tuesday 10 th March 4-5pm	Join the meeting now Meeting ID: 370 722 691 041 1 Passcode: ZT2f9m9Q
Mathematics	Lorraine Hartley lorraine.hartley@roehampton.ac.uk	Wednesday 11 th March 4-5pm	Join the meeting now Meeting ID: 345 979 995 372 3 Passcode: by3ur6Xc
Physical Education	Emerick Kaitell e.kaitell@roehampton.ac.uk	Tuesday 3 rd February 4-5pm	Join the meeting now Meeting ID: 311 498 544 418 7

			Passcode: Rv9Ej7An
PSHE	Sarah Leonard Sarah.Leonard@roehampton.ac.uk	Wednesday 22 nd April 4-5pm	Join the meeting now Meeting ID: 363 554 601 225 6 Passcode: Gs7mD2GP
Science	Nicola Treby nicola.treby@roehampton.ac.uk	Wednesday 25 th February 4-5pm	Join the meeting now Meeting ID: 394 144 798 022 Passcode: jv3ZG7Jo

Subject CPD for Mentors 2025/26 – Remaining Sessions

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

Online meetings links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
Art & Design	Jo Nugent jo.nugent@roehampton.ac.uk	Tuesday 27 th January 16.00 - 17.00	Join the meeting now Meeting ID: 370 857 374 709 5 Passcode: En9od36t
Computing	Lynda Chinaka Lynda.chinaka@roehampton.ac.uk	Wednesday 4 th February	Join the meeting now Meeting ID: 334 280 740 905 0 Passcode: CW3Gr9Uq
English	Anna Harrison and Steph Laird anna.harrison@roehampton.ac.uk s.laird@roehampton.ac.uk	Wednesday 10 th June 2026 16:00-17:00	Join the meeting now Meeting ID: 329 200 520 838 7 Passcode: hv9Ne6du
Maths	Lorraine Hartley lorraine.hartley@roehampton.ac.uk	Wednesday 3 rd June 2026 4pm-5pm	Join the meeting now Meeting ID: 342 818 703 299 4 Passcode: zV7HQ27n
PSHE	Sarah Leonard sarah.leonard@roehampton.ac.uk	Thursday, 5 th March 2026 16:00 – 17:00	Join the meeting now Meeting ID: 326 578 053 795 5 Passcode: 86Gi3Zi9

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.

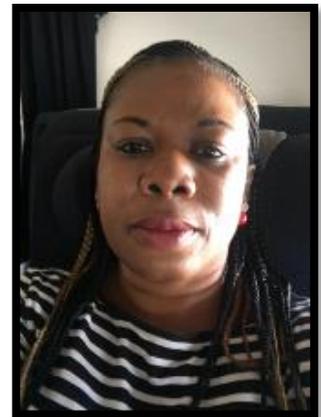
Professional Links: Geographical Association Trustee
<https://www.linkedin.com/in/anthonybarlowgeogite>

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

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



Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

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

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



Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

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

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



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

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

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

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

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

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



Subject Lead Name: Jo Nugent

Email: Jo.Nugent@roehampton.ac.uk

Telephone: 0208 392 3397

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

Professional Links: NSEAD

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

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

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

Subject: Physical Education

Subject Lead Name: Emerick Kaitell

Email:

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