

**Primary Schools Partnership
July Newsletter**



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A message from our Deputy Dean

Dear colleagues,

As the academic year draws to a close and we look forward to the next, we want to thank you for your ongoing support as partners. We are looking expectantly to see what changes the new government can bring to education to support us all. The pledges of 6,500 new teachers, QTS for all and a national CPD entitlement for teachers offer a measure of hope for the profession, whilst offering the prospect of ironing out some inconsistencies of practice.

We ended our academic year with two important conferences designed to offer training for mentors, ahead of the changes to ITE in 2024/2025. Attendance was high and we have learnt a lot from running these for the first time. It was great to see so many mentors in the room, and we are encouraged to run these events face to face in the future.

Our National Student Survey results based on BA students' satisfaction with their course have been released; teacher training at Roehampton scored very highly and compares exceptionally well against the sector as a whole. This triangulates with our exit survey data, which had similar feedback. The students' experience is significantly affected by their time on placement, and we owe our partner schools a huge thank you for the support you offer.

Have a fantastic summer.

With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education

In this issue

Welcome to our July issue! **Wandle Learning Partnership have a new, free CPD offer** – details and sign up on page 3. The British Nutrition Foundation's **Teaching Primary Food and Nutrition programme** is free to all primary school teachers, teaching assistants and student teachers, find out more and get involved on page 3. Senior Lecturer Sue Miles Pearson has contributed to a new publication, **Making (Almost) Instant Puppets** – read more on page 5. Lorraine Hartley, Associate Professor Primary Mathematics Education, considers **scaffolding in primary mathematics** on page 5. And a series of **subject knowledge boosters** are running in Autumn, via a collaboration between University of Roehampton, Wandle Learning Partnership and Wandsworth City Learning Centre – see page 8.



Wandle Learning Partnership's new free CPD offer

Highlights of Wandle Learning Partnership's new free CPD offer include the subject knowledge boosters that are running in partnership with Roehampton and the City Learning Centre, and a new to subject leadership course aimed at those in their early stages of teaching. They are also sharing the first details of their London conference - the theme will be 'Embracing AI' and it will be held on 14th February 2025. Please save the date! The full CPD offer and booking links can be found on the Wandle Learning Partnership website [here](#), or you can download a brochure [here](#).

A FREE CPD programme to support high quality food education in primary schools

The British Nutrition Foundation's Teaching Primary Food and Nutrition (TPFN) programme provides the knowledge and skills needed to deliver high quality food education in primary schools.

The TPFN programme is a great way for student teachers, experienced teachers and teaching assistants to receive free food and nutrition training, to support them in delivering the primary school food curriculum.

The programme is having a positive impact on trainees already signed up, with one trainee recently crediting the TPFN programme with helping her secure her first teaching job.

"I believe that being part of the TPFN programme improved my chances of being offered a role in school. I took my printed TPFN binder with me to the interview and it gave me something to show and talk about, demonstrating initiative and a willingness to develop myself beyond the PGCE course. It also gave me something extra that I could bring to the school and champion."

Chloe, PGCE graduate 2023

What is TPFN?

The TPFN programme:

- is a free self-directed professional development programme, based on an audit of knowledge and skills;
- is suitable for primary school teachers, trainees and teaching assistants;
- builds practitioner confidence and competence in teaching food and nutrition;
- supports high quality food and nutrition lessons, and a whole school approach to food.



Students at Edge Hill University with their TPFN folders

Why get involved in TPFN?

- ✓ An opportunity to undertake valuable professional development at no cost
- ✓ A great way to gather evidence to support career progression
- ✓ Flexible - do as much or as little as you like, at times to suit you

How does it work?

Five easy steps!

1. Audit Complete a short audit based around eight areas of practice, including: • Teaching the food curriculum • Running practical food lessons • Good food hygiene and safety • Healthy eating	2. Plan Write a development plan: • What you hope to learn • What you will do • When you will do what • Whose support you will need • How you will know what you have achieved	3. Action Undertake planned activities and training, such as: • Attending courses, or webinars • Reading articles or research • Observing colleagues • Trying new teaching resources or techniques
4. Reflect Consider what you've done and how it will help in your teaching	5. Record Keep a record of the professional development you undertake and celebrate your successes!	

Register by 31 July 2024 to be guaranteed a free TPFN portfolio! The portfolio (folder and booklet) offers a place to gather everything needed to plan, implement and evidence.

What people have said about TPFN



Absolutely loving having a training programme such as this, it is so useful for effective teaching and learning and for assessing pupils.

Registered TPFN member

The TPFN programme will be really useful for helping us to work towards our Healthy Schools Award.

Registered TPFN teacher

Some really useful tips that will enhance current practice immensely.

Running practical food activities webinar attendee

Register for TPFN now!



Scan the QR code or follow this link: <https://forms.office.com/e/1G1yZs8HH2>

Do you have any questions about the TPFN programme? Email us at: education@nutrition.org.uk

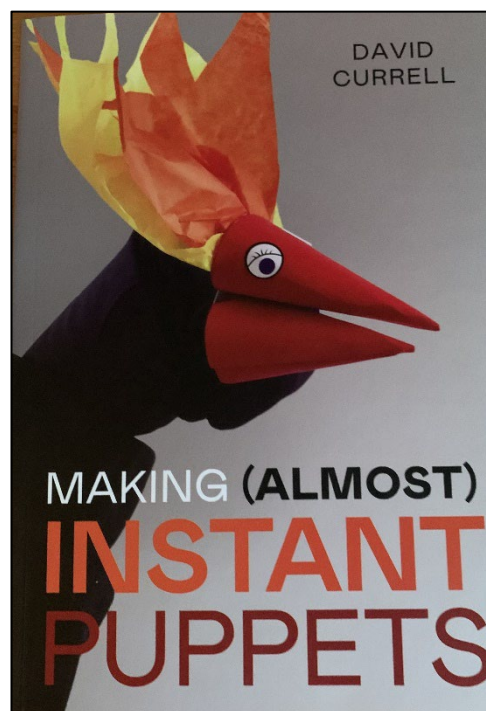
To find out more about the TPFN programme and how it can support excellent food and nutrition teaching, take a look at this presentation: <https://www.foodafactoflife.org.uk/media/hpuggz5u/tpfn-intro-april-24.pptx>

Making (Almost) Instant Puppets

By Sue Miles Pearson, Senior Lecturer

Making (Almost) Instant Puppets, is a new publication from The Crowood Press, that I have helped produce alongside author and former colleague, David Currell, who has extensive experience of using puppetry in education. We considered the lack of time that teachers have for the more practical subjects, and thus focussed on 'almost instant' as a priority. We also considered the lack of school funds and resources, so you will find that the majority of the puppets in this book are made from recycled materials, which is also a key element in the curriculum, helping look after our environment.

The book contains a host of projects that can be as simple or as complex as required and they have the potential to introduce language and concepts, and to consolidate knowledge and understanding across a wide range of curricular areas. They can promote creativity, problem solving, and integrate pupils with a wide range of talents, interests and backgrounds. The book is very affordable and has 440 colour photos with detailed descriptions, so we do hope that you enjoy using the ideas that we have included.



Scaffolding in Primary Mathematics

By Lorraine Hartley, Associate Professor Primary Mathematics Education

Scaffolding is a metaphor for temporary support that is removed when it is no longer required (EEF, 2020). The teacher of mathematics who thinks about scaffolding provides intentional, but provisional, support that assists learners towards acquiring new concepts, skills or deeper levels of understanding (Gibbons, 2002). Successful scaffolding occurs when pupils can think for themselves in relation to the learning and ultimately children should confidently and independently apply their knowledge and understanding to mathematical problems (Mcleod, 2024).

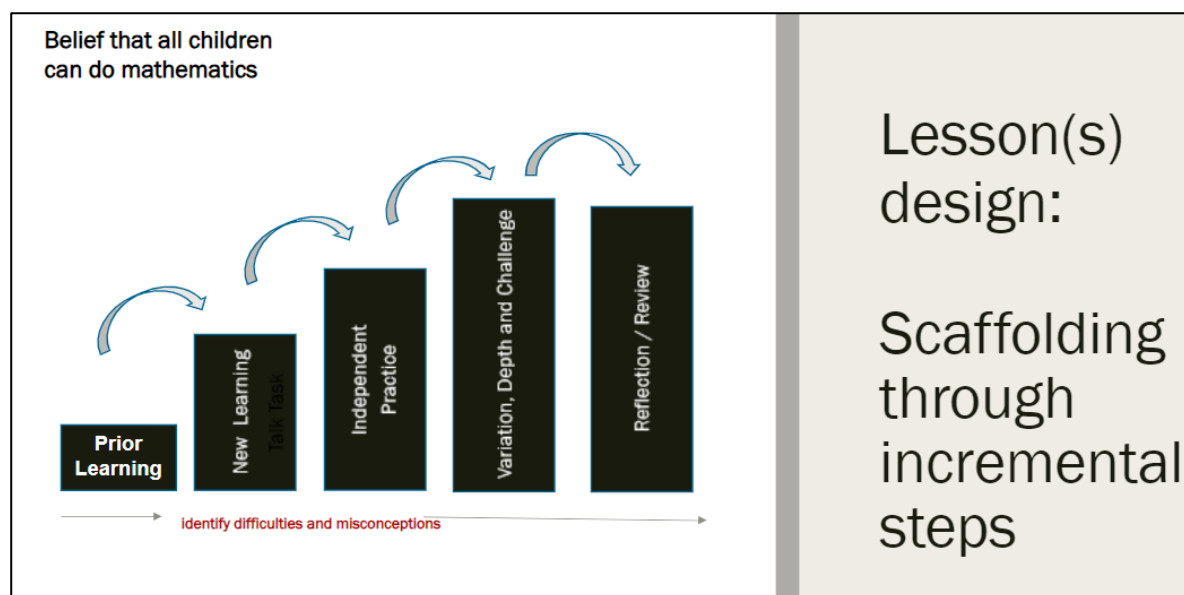
Planning is the first stage in scaffolding and central to planning is the learning goal (Anghileri, 2006). When considering clarity about the learning focus it is important to emphasise the distinction between the learning goal and the task as the focus for the lesson. Smit et al. (2013) place emphasis on diagnosis and response. We, at Roehampton, encourage our students to plan for time in a teaching sequence to evaluate pupils existing understanding of the pre-requisite prior learning; knowing where pupils are in their learning and how that sits alongside the prospective learning focus is a fundamental starting point when planning and teaching.

At the University of Roehampton we focus on the following key aspects of scaffolding in mathematics at the planning and preparation stage.

1. Clarity about the learning focus.
2. Identification of prior learning in relation to the learning focus and assess and review understanding.

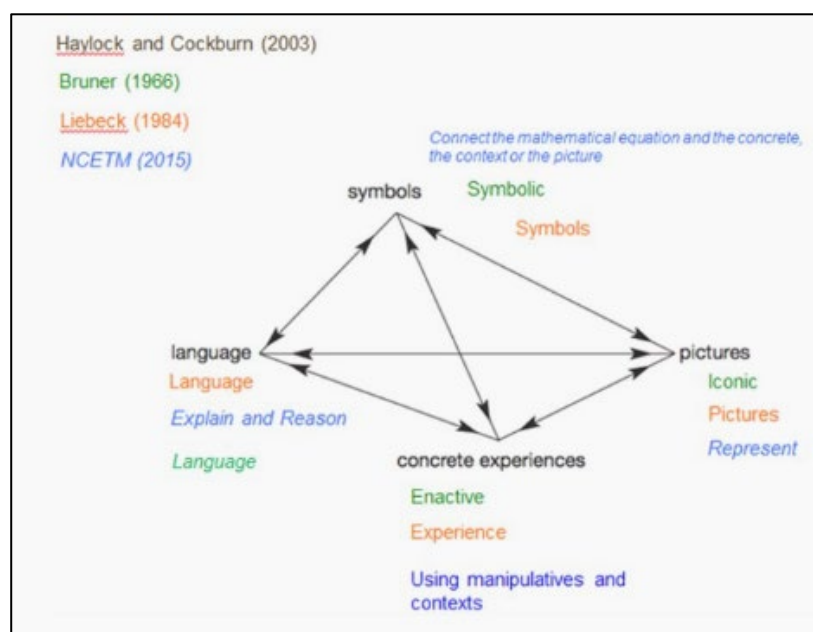
3. Provide contexts to support meaning making in relation to the new learning.
4. Identify the key language and mathematical vocabulary for mathematical reasoning.
5. Consider progressive steps in whole class teaching (rather than differentiation) maximising talk partners and mini plenaries. We use the diagram detailed in Figure 1 below to support students when they are planning for incremental steps in whole class teaching.
6. Ensure appropriately pitched activities and questions have been considered, providing both scaffolds and extensions for inclusive lesson design.

Fig. 1 Incremental Steps Through Lesson Design



We talk to our students at Roehampton extensively, as we teach all strands of mathematics, about the importance of making connections between mathematical representations, highlighting how Bruner's enactive, iconic and symbolic stages of learning have led to the more frequently used terminology of Concrete, Pictorial and Abstract (CPA). See Fig. 2 below. Getting pupils to look, touch, draw and verbalise what they see and think, using representations as the scaffold, are key approaches to developing deep conceptual understanding.

Fig. 2 Making Connections Between Representations



Anghileri (2006) describes the second stage of scaffolding as explaining, reviewing and restructuring. During a lesson the teacher enacts what has been planned but they crucially also interpret and respond to pupils' explanations and their actions. Scaffolding is about both the planned and contingent support in response to pupils' discourse (Anghileri, 2006). This implicates a powerful connection between assessment for learning, adaptive teaching and scaffolding. For example, it is important to notice pupils' errors (Mcleod, 2024), consider reasons for these, and respond with scaffolds that support pupils in overcoming misconceptions and difficulties by addressing gaps and barriers that are specific to the mathematical focus of the lesson or the teaching sequence. Whilst consistently modelling language, approaches or use of representations, the teacher ultimately makes decisions in the moment about when and how to scaffold as a result of what pupils say and do in the lesson.

Anghileri's (2006) final stage of scaffolding in mathematics highlights the significance of deepening understanding and developing pupils' mathematical thinking. Prompt questions and tasks that foster pattern spotting, reasoning and generalising are a crucial part of scaffolding and should be considered throughout planning, teaching and assessment in mathematics. In addition, it is well recognised through research that effective scaffolding requires the teacher and their pupils to make connections (Askew et al, 1993; Anghileri, 2006). Specifically we encourage our students to foster pupils' understanding through connections:

- between concepts
- to existing learning
- between representations (see Figure 2 above)
- when applying new learning to problems
- between pupils' different ideas

The implication for scaffolding that fosters connections and mathematical thinking is that time is needed in lessons to foster a particular ethos in which pupils feel safe to make mistakes and to engage reasoning (Ofsted 2012).

We find that the NCETM professional development (PD) materials and sites such as NRICH really support our students in developing their subject knowledge for planning and teaching for scaffolding in mathematics. Underpinning any teacher's ability to scaffold is their mathematical knowledge for teaching (Ball, Hill and Thwaites, 2008) and their own individual beliefs about how to teach mathematics (Boaler and Greeno, 2001). If you would like to know more about scaffolding in mathematics we invite you to attend our next subject advisory session at 4pm on 6th November 2024. Please email lorraine.hartley@roehampton.ac.uk for details.

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.





Subject Knowledge Boosters

A series of practical workshops, delivered by experts in the field, aimed at boosting subject specific knowledge.

These sessions are suitable for all teachers but will be particularly helpful for ECTs and those in their first and second year of teaching.

Schools can send up to 3 delegates on all 3 sessions for only £200.

Individual sessions can also be booked for £70 per delegate.

Computing knowledge booster: 30/09/2024

[Book here](#)

Design Technology knowledge booster: 16/10/2024

[Book here](#)

Geography knowledge booster: 28/11/2024

[Book here](#)

*All sessions are
1:30pm-4:00pm at
Chesterton Primary
School, SW11 5DT*

[Click here to book all 3 sessions.](#)

www.wandlelearningpartnership.org.uk

cpd@wandlelearningpartnership.org.uk

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

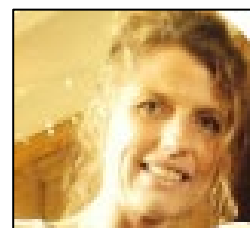
Subject Lead Name: Lorraine Hartley

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)

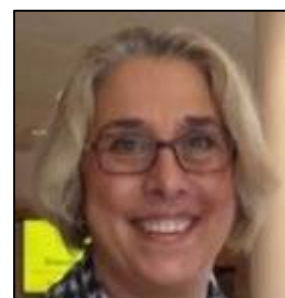
Subject: Design and Technology

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

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Head of Primary Initial Teacher Education: Sarah Leonard

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Head of Partnerships / Mentor Training Lead: Natalie Rankin

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BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

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PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

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