

**Primary Schools Partnership
July Newsletter**



20
26

A message from our Deputy Dean

Dear colleagues,

Wishing you a very happy summer break. Thank you for all the support that you have offered as partners this year. Our exit surveys have shown just how much the students value the high-quality mentoring they receive from their class-teacher mentors. This has been transformational for many of our students. They are lucky to have benefited from the care and wisdom that their mentors have so freely shared.

Best Wishes,

Matthew Sossick

Introduction

Welcome to our last newsletter of this academic year. This edition brings news about our, 'Enriching the Curriculum Conference,' free sustainability CPD that has happened and news of new events with dates for your diary. There are also updates from the National Year of Reading and PE and School Sport.



A reminder, that if you have something you would like to share, or would like more information on what to share, please email Emily Rotchell e.rotchell@roehampton.ac.uk. We would love to share news from our partner schools in our newsletter.



Can you help with our Roehampton Chickens over the Summer?

Growhampton is looking for staff and students to support the chicken project - either through regular volunteering or as support volunteers during times of annual leave. Volunteers will attend a 1-hour training session with Hillary, the SU's Sustainability Coordinator, and then be able to either sign up for chicken care via an

online calendar (365 days a year) or be contacted during times when more support is needed (annual leave, summer, Christmas). A day of volunteering not only helps keep the hens healthy and happy but will earn every volunteer a refreshment from the Hive or an egg. To get involved, please email Hillary with your availability for the 1-hour training session (growhampton@roehampton.ac.uk).



Are you a mentor who has used Abyasa this Year?

Abyasa Support have asked for feedback on the Abyasa platform via [this form](#). The deadline is 31st July.

'Enriching the Curriculum' - Views from the Undergraduate Primary Education Conference

On Tuesday 19th May, the BA Primary Education programme welcomed keynote speaker Darla Jane Gilroy, daughter of London's first Black female headteacher Beryl Gilroy, to its day-long conference. Darla delivered an address to approximately 200 attendees at the event entitled 'Enriching the Curriculum'. Her moving speech brought together staff, students, and fellow speakers for a thought-provoking introduction to the day.

Darla's telling of her mother's story was an inspirational opening to our conference. Many of the speakers that followed Darla echoed Beryl's commitment to enriched, dynamic learning environments and learning through play and experience, with inclusion and education for all recurring priorities for all our speakers.

Beryl Gilroy came to England as part of the Windrush generation in 1951. She trained as a teacher at Froebel College in 1962 and maintained Froebelian principles in her classroom. Here, you can hear some of the

obstacles that Beryl overcame, as a black woman in education at the time: [Instagram](#).

Darla herself has maintained a longstanding commitment to design education and academic leadership. She has taught extensively across undergraduate and postgraduate education, working with institutions including UAL, the Royal College of Art, Ravensbourne, the University of Westminster, Southampton University and the University of East London. She is currently Associate Dean of Knowledge Exchange and Associate Professor at Central Saint Martins, University of the Arts London. After graduating from Saint Martin's School of Art,

Darla established her own fashion label, with a flagship shop on London's King's Road. Her work has been recognised for its contribution to British designers with pieces exhibited at the Victoria and Albert Museum, the Fashion and Textiles Museum and the Design Museum in London. Therefore, it was fitting that Darla should join the session with David Houston (another Roehampton alumni) and Jenny Dunkin, from the Education Team at the Victoria and Albert Museum. Through talks and workshops, students gained a greater understanding of inclusive approaches to museum-



based learning. Participants particularly valued learning about how cultural and educational experiences in museums can support the curriculum and be made accessible for children with SEND.

The importance of the learning environment was discussed in workshops lead by the education team at the [Zoological Society of London](#) (ZSL) which operates London Zoo and Whipsnade Zoo, Paul Lawson from the [Wildfowl & Wetlands Trust](#), the conservation charity that manages the London Wetland Centre in Barnes, and [Corinne Thomas from Darell Primary and Nursery School](#), whose talk entitled, 'A Place to Thrive: Creating a learning space, inside and out' focused on Early Years.



Our priority as early years teachers is to secure the foundational knowledge and skills that a young child's education depends upon

The Early Years Lasts a Lifetime



Why does it matter?

Because the environment is the 'third teacher'

'Children learn and develop well in enabling environment with teaching and support from adults.'
Overarching principles, EYFS Statutory Framework.



Natalie Cairns-Ratter, recent winner of the Roehampton University Postgraduate Research Achievement Award, shared findings from the pilot study for her PhD, focused on '*Reconceptualising repetitive behaviours in autistic children as experiences in the context of musical engagement*'.

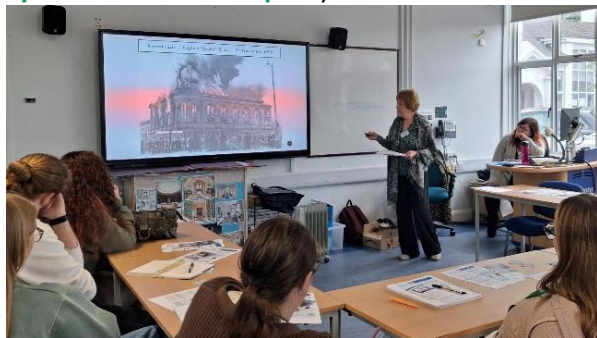
Bringing such research-informed thinking to our education students enabled reflection on viewing autistic children through a strengths-based lens and using children's interests and strengths to support participation and achievement. Students reported shifts in perspective regarding repetition, recognising that repetitive behaviours, often viewed negatively, may instead represent deep engagement with learning and a route to developing expertise and confidence, particularly through engagement in music.



Throughout the day, students joined talks from Amanda Burton Smith, Roehampton University Lead Mentor and Froebel specialist, also Dr Meg Loveys, Programme Lead BA Early Childhood Studies, who ran workshops on Lego Therapy – initially developed to support autistic children, the approach is designed to support social development including sharing, communication, turn-taking, following instructions, using names and problem solving.

Speech and Language degree programme lead, Associate Professor Christine Goodban, led a talk on '*Speech and Language Therapy: Supporting children with communication and swallowing need*'. Christine shared definitions of Developmental Language Disorder, which include persistent difficulties in the acquisition and use of language across modalities, which provided education students with new and specific knowledge for understanding risks associated with DLD and the impact on learning and education.

We welcomed new, returning and familiar speakers to Roehampton. We hosted Dr Hannah Wilson and lived-experience Holocaust speaker Helen Stone from Holocaust Charity [Generation2Generation](#) for the first time. Students gained insight into tackling this topic with Year 6 pupils and learnt about the value of using authentic testimony and the importance of teaching this topic.



Following the Conference theme of Enriching the Curriculum, another Roehampton Alumni, Barnaby Sheldon from Highfield Primary School, Uxbridge, tackled the subject 'SATs *without sacrifice*'. Feedback from a BA year 2 student highlighted the impact of this session, '*Such an amazing speaker, so inspirational, motivated me to teach year 6 and to link learning with real-life connections and still spend lots of time on wider subjects! Very insightful!*'



It was a pleasure to welcome back speakers from the worlds of storytelling, drama and children's books. Anne Johnson, [Everyday Magic](#) founder & director, led storytelling workshops to inspire our student teachers in classes from Nursery to Year 6.



Students and staff alike were inspired by workshops led by Lizzie Corscaden from [Polka Theatre](#), with staff planning visits to the theatre to see the incredible work done for theatre for children.

Students' positive responses inspired the introduction of a drama-based approach to develop teacher presence and interview confidence for students. Watch this space!

Caroline Horn from [ReadingZone](#) has collaborated to with us at Roehampton for many years, bringing children's book authors to share their work with students. This year, the conference was fortunate to host author [Jessica Meserve](#) and author, musician, producer and performing artist [Love Ssega](#).





Many words from our speakers will remain with us, inspiring us in our future practice. Dr Sarah Leonard closed the conference with powerful reminders about the rights of children and importance of teachers and the work they do.

Words from conference attendees were captured in feedback forms, conversations and interviews for social media. One reflection that will stay with us, came from a BA Primary Education year 2 student, *'Today has made me think about teaching and education in a completely different way. I am going home to think about things I have never thought about before'*.

Thank you to all of our speakers, staff who acted as session chairs and to the students.

If you are inspired to contribute to the Enriching the Curriculum conference 2027, to be held at Froebel College, 17.05.27, please contact amy.porter@roehampton.ac.uk and vanessa.matthews@roehampton.ac.uk

Written by Dr Amy Porter and Vanessa Matthews

PE and School Sport Report and more... Emerick Kaitell

Physical education is an important educational tool because regular physical activity, especially vigorous and outdoor activity, improves children's cognition, concentration, memory, and academic performance.

[The evidence suggests](#) that **PE helps children learn more effectively**, enhances memory, attention, and higher-order thinking skills, and can contribute to improved academic performance. The author concludes that PE should be valued as an essential part of the curriculum and that further reductions in PE provision should be avoided.

PE & School Sport: [The Annual Report 2025](#) Key findings in the report, which combines UK-wide data and international evidence, show:

- One in ten children in the UK are obese or at risk of obesity.
- Physical activity levels have stagnated for the fifth year running.
- 1 in 10 young people in the UK have low wellbeing
- 70% of parents believe that, as a result of digital distractions, children are spending less time being active
- Nearly 1 in 5 students have had PE lessons cancelled this academic year.
- Poor physical development is affecting school readiness, with teachers reporting that one in three children is not school-ready.

The call is for schools to ensure that children access regular physical activity through a range of offers, including the [Junior Active Leadership programme](#). The University of Roehampton can upskill school staff to deliver the JAL programme in your school. Contact e.kaitell@roehampton.ac.uk (Emerick Kaitell).

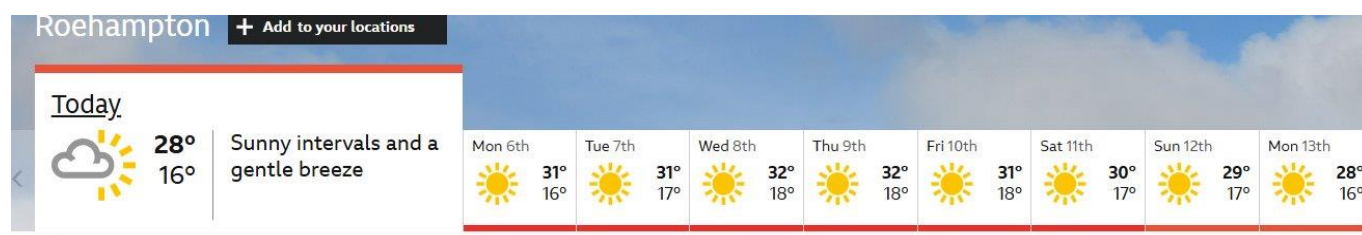
Spotlighting Sustainability: Key takeaways and resources from our July 8th Subject CPD Session - Anthony Barlow



Sustainability in Primary Education



On a sweltering summer evening, colleagues from across the partnership gathered for the **Sustainability through the Curriculum Subject CPD** session. Led by Anthony Barlow, Geography tutor, alongside guest speakers from the UCL Centre for Climate Change and Sustainability Education (CCCSE), the session considered what climate narratives there are and offered practical, research-informed pathways for embedding climate literacy directly into our classrooms.



Supporting staff in building a primary climate narrative

A central theme of the session was clarifying the context for some current narratives around emissions – is a much cited 1% of global emissions a fair share figure? Statistics suggest that accounting for global supply chains and our CO₂ impact since the Industrial Revolution, the UK's true footprint sits closer to 5%. Read more [here](#).

With the Department for Education requiring all schools to nominate a **climate sustainability lead by 2025**, the push for cross-curricular integration is more urgent than ever. This likely to come through the Curriculum and Assessment Review. We should:

“Prepare young people for life and careers in a changing world - we will ensure that subject-specific disciplinary skills including critical thinking, creative thinking and problem solving are clearly articulated in the relevant refreshed programmes of study we will improve climate and sustainability education, in the relevant subjects. We will also include sustainability within the design and technology (D&T) programme of study and sustainable practices within the citizenship primary curriculum...”



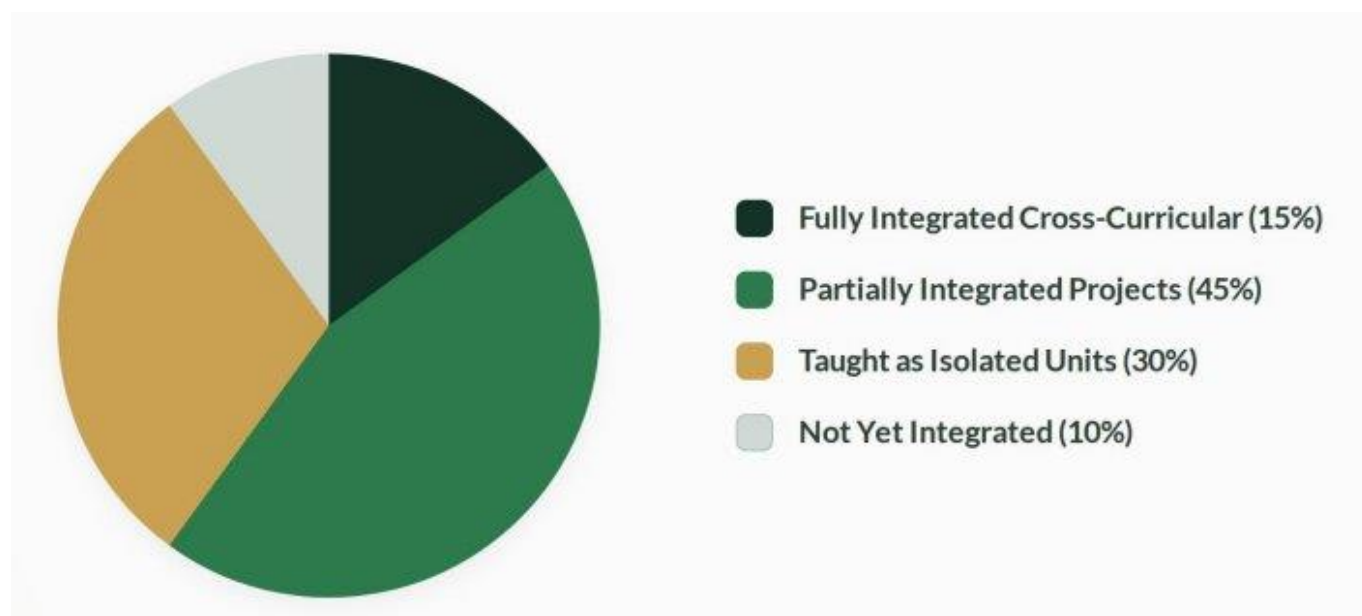
National Education Nature Park

The National Education Nature Park... website ...[is] aligned to the curriculum ... giving educators trusted information that allows them to teach about sustainability and climate change with confidence, in subjects where climate education is a core part of the curriculum content and in other subjects. “

Government response to the Curriculum and Assessment Review (Nov 2025, bold and italics by the author).

Our surveys said

Our survey of attendees to the session revealed only 15% of our schools are "trailblazers" with fully integrated projects, while many others (a third) teach these issues in isolated units.



Graphic: How do you teach about issues related to Sustainability currently?

Lack of curricular time, budgets and teacher confidence were also cited as problems needing to be overcome (below).



Graphic: Issues those signed up for the sessions cited as challenges they face.

The Roehampton student survey found that our undergraduate student teachers understood the greenhouse effect and melting glaciers, significant misconceptions persist. Many still conflate the ozone layer hole with global warming or view plastic recycling as a catch-all solution, highlighting a clear need for enhanced coverage in our curriculum planning in ITE.

Insights and subject highlights in the session

- **Primary English (Helen Jones, UCL-IOE):** Helen suggested a shift focus towards the power of language (e.g., using "climate emergency" over "climate change") and exploring "eco-criticism" in children's literature. In partnership with the RHS, students have been combating "nature disconnect" by writing poetry from the perspective of local plants. RHS are also involved in the National Education Nature Park.
- **Primary Geography (Dr Tessa Willy, UCL-IOE):** Tessa suggested moving students from passive data collectors to "Citizen Geographers" who use local data to spark "eco-courage". Examples included inner-London pupils presenting litter data to their MP and a coastal school successfully campaigning to save a local woodland. See much more via their materials <https://www.ucl.ac.uk/ioe/departments-and-centres/ucl-centre-climate-change-and-sustainability-education> online.

Combatting eco-anxiety with "Radical Hope"

A discussion during the Q&A focused on how to teach these "heavy realities" without scaring young children. The panel emphasized grounding our pedagogy in **Radical Hope**, a practice of collective, localized action. An example from English can be found [here](#). By balancing *internal activism* (validating children's feelings) with *external activism* (taking tangible, local steps), we can protect our students from despair and empower them as change-makers.

A Sustainability Toolkit

To help your school build its Climate Action Plan or enhance its curriculum, explore these free, recommended resources discussed during the session:



- [Sustainability Support for Education](#): The central hub for key actions and curated resources.
- [Climate Ambassadors Program](#): Access trained, DBS-checked volunteer experts for on-site or online school guidance.
- [Let's Go Zero Climate Action Advisors](#): Regional experts available to help your school settings deliver tangible climate plans.
- [National Education Nature Park](#): A brilliant initiative empowering learners to transform outdoor school spaces from grey concrete into green, biodiverse havens.

Curriculum & Teaching Hooks

- [UCL CCCSE Subject CPD Modules](#): Free, research-engaged, and subject-specific online modules designed to build teacher confidence.



UCL Centre for Climate Change and Sustainability Education

Leading research into climate change and sustainability education which shapes the development of outstanding, free professional development for all teachers and school leaders.



Primary English
Going Deeper in Primary English:
The Language of Plants

Going Deeper



Secondary Geography
Going Deeper in Secondary
Geography: Resourcing
Environments

Going Deeper



Primary History
Going Deeper in Primary History:
Trees and Woodland



Secondary Citizenship
Where to Start in Secondary
Citizenship

- [Everything We Touch Project](#): Inspired by Paula Zuccotti's work, this approach prompts children to analyze the carbon and geographical journeys of everyday objects.

- [Ministry of Eco Education](#): Video resources and curriculum hooks to inspire green learning.
- [Climate Visuals Library](#): Exceptional, evidence-based visual media to bring climate impact data safely into the classroom.
- [GeogLive!](#)



Further Reading & Research Guides

- [Envisioning Preferable Futures](#): Read David Hicks' foundational paper on building foresight and hope in education.
- [Geographical Association Journal](#): Access peer-reviewed geographical education strategies and case studies.
- [Reconnecting via Haiku](#): A UKLA guide on blending literacy, poetry, and nature connection.
- [Centre for Climate Literacy](#): Universal resources for exploring climate themes across genres.
- Watch the [full CPD again here](#).

Anthony Barlow anthony.barlow@roehampton.ac.uk



Last month, we celebrated our staff awards, “It was great to be nominated last year, but I’m really proud to have gone one better this year in winning the Overall Excellence in Teaching Award 2026 at the **University of Roehampton**... and to be part of such a great event organised by the one and only **Prof Jo Peat**.”

Adrian O'Connor

National Year of Reading – July update by Dr Anna Harrison

1. Our student Reading Ambassadors gave an excellent presentation recently on their work to inspire our students to know more about the pedagogical practices underlying Reading for Pleasure. Their Questionnaire, Padlet and Reading Spotlight posters were all welcomed by the students here. I particularly liked their reading spotlight posters for highlighting authors, e.g., Nicola Davies and for genres, such as Graphic Novels.

University of Roehampton Reading for Pleasure

- Roehampton University
- Isabel Cannard – BA3 Primary Education with QTS
- Eloise Mason – PGCE Primary
- Dinah Owiredu – BA2 Primary Education with QTS



**Reading for Pleasure
Ambassadors**



**University of
Roehampton
London**

Reading spotlight

FRIDAY READING SPOTLIGHT!!
by Anthony Barlow - Friday, 15 May 2026, 8:22 AM

FRIDAY READING SPOTLIGHT!!

Thanks to Isabel and the Reading Spotlight team

Don't forget to complete your GoodReads, too!
<https://www.goodreads.com/>

Books mentioned:

EYFS: Patten's Pumpkin by Chitra Soundar

KS1: The bedtime book of magical creatures by Stephen Krensky

KS2: Skander and the Unicorn Thief by A.F. Steadman



- To promote reading for pleasure, we created a **Reading Spotlight** feature that was included in our university's weekly **Friday newsletter** email. Each edition focused on a specific **theme**, and we recommended a range of engaging books suitable for **EYFS, KS1, and KS2** pupils.
- The aim was to enhance **teachers' awareness of high-quality children's literature** and support them in fostering a **love of reading** among pupils. We included a **range of themes** such as graphic novels, rhyming poetry and celebrations such as Eid. Through the newsletter, we were able to share our recommendations with a **wider audience** and **encourage reading** for enjoyment across different age groups.

- On 30th June, I went to a seminar which showcased the brilliant **Love to Read** programme.

<https://blogs.ed.ac.uk/lovetoread/programme-development/>

Underpinned by six principles, Access, Connection, Social, Time, Choice and Success, this programme listens to children and teachers as they build on these ideas to enable lifelong success with being a reader. I highly recommend the resources and the research that underpins the programme. Click on the Blog link above and this takes you to the website that is full of practical resources for schools to use.

Dr Jamie Lingwood and Professor Sarah McGeown are the academics who run this programme. s.mcgeown@ed.ac.uk <https://profiles.hope.ac.uk/lingwoj/about>

Did your school take part in fieldwork in June 2026? How to get your Festival of Fieldwork Certificate

The National Festival of Fieldwork was a celebration that encouraged schools to take geography learning outdoors through practical investigations and activities. It provided opportunities for students to explore their local areas, develop fieldwork skills, collect data, test geographical ideas, and deepen their understanding of the world around them. Resources were available to support activities in the school grounds, local areas, or further afield.

Schools that participated can receive recognition for their involvement through a certificate. To access the certificate, schools needed to complete the short online form

Get your National Festival of Fieldwork (NFF) Certificate at the bottom of this page

<https://geography.org.uk/national-fieldwork/>

From the archives - Article by Edith E. Smith. From The Link 1910, pages 12–14.
PART 1 – Thank you to Kornelia Cepok. We will continue these articles from the archives bi-monthly with part 2 in September.

Life in an Elementary School

Our school is situated in Clerkenwell, one of the busiest parts of London. The building is very large—in fact, too large; there are 2,000 children in the school, which makes it like a little colony or town. Our Infants' Department contains 600 children. There are ten classes, each class numbering sixty children. The large number of children for which one teacher is responsible is a source of weakness in elementary schools. All the work has to be multiplied by sixty; we have to think in batches and not in individuals. The handwork is the part of the curriculum which suffers most. To prepare handwork, however simple, for sixty children means a great deal of time and trouble on the part of the teacher.

The little ones in our department range from the ages of three to seven years. The Babies' Class (children from the age of three to four years) is the only class in the elementary school which approaches anything like the ideal. In this class the word “results” has no ominous ring. Here time is given for the child “to find himself”; alas, I cannot say this is the case in any other class. Directly the children are in the school proper, then begins the battle royal between the class teacher and the three R.'s. Authority says that the children going to the elementary school must begin to learn to read at the age of four to five years. The poor teacher says this is impossible and uneducational. Now begins a continual warfare, the teacher having to defend her actions, always having to be ready with a good reason, always ready with a smooth answer to turn away the wrath of those people who wish to tabulate little Tommy's amount of knowledge in reading, writing and arithmetic at the end of every term. When we have arrived at a sensible compromise and learn that Tommy is thirsty to do something and not always wanting to hear something, we shall have gained a great step upward.

Nature Study is another difficulty. The children live in large blocks of buildings and rarely, if ever, see a garden. We have several kind friends who send us large hampers of specimens, so we are kept well supplied. Each class has a garden—a Tate sugar box. We find it rather difficult (however good our heart may be to try to attempt the nearly impossible) to let sixty children all dig in one box. They take it in turns. The finding of a worm makes as much stir as the discovery of the North Pole. My sixty and I visit the neighbouring churchyard every other Wednesday to study the trees, this being the only place available where there are any. Their remarks on the way coming and going are very entertaining. At first this kind of gardening may seem useless, but I have learned to appreciate the day of small things. We have applied to the L.C.C. over and over again to break up part of the playground to make a garden, but all in vain. We hope that when they see our small beginnings they will relent and let us have a garden and a sand pile; but things move slowly. We make up for the rest of the garden by means of flowerpots. All the children have planted bulbs, and each takes his or her own private flowerpot into the playground to water and tend it.

Follow up from Music Lesson Plan Trial

We would love to hear back from teachers who have completed all or some of the activities – **by Tuesday 21st July**:

[Hear Water y3/4 lessons - feedback from teachers](#)

[Hear Water y5/6 lessons - feedback from teachers](#)

Your anonymous feedback will feed into the lesson plans we are submitting to the National Education Nature Park for inclusion on their website.

If anyone would like to be involved in future developments of this work then please email me and/or indicate that on the consent form.

Many thanks for your help and support.

Amanda Bayley, Professor of Music, School of Music and Performing Arts, Bath Spa University
www.amandabayley.co.uk

The **Festival of Education 2026** was held on **2–3 July 2026** at **Wellington College, Crowthorne, Berkshire, England**. The event brought together more than **6,000 educators** and featured **over 500 speakers** delivering more than **300 sessions**, making it one of the UK's largest professional development events for teachers and school leaders.



The festival included keynote speeches, panel discussions, practical workshops, and networking opportunities focusing on current priorities in education. Major themes included curriculum reform, artificial intelligence in education, assessment, inclusion, teacher recruitment and retention, educational leadership, student wellbeing, and evidence-informed teaching. Delegates also explored the future of learning, skills development, and the impact of emerging technologies on education.

Throughout the two-day event, attendees participated in



discussions, exchanged best practice, explored new educational research, and visited an extensive exhibition showcasing educational resources, technology, and services. The festival concluded having provided educators with practical strategies, professional



networking opportunities, and fresh perspectives to support teaching and learning across the education sector.

We are hoping to bring you some of the highlights from sessions we attended and useful information we discovered in September.

Matt Sossick (Deputy Dean), Professor Miles Berry and Emily Rotchell

Events:



Sustainability in Primary Education



Hear new perspectives from
curriculum and assessment experts



Connect with other educators
and develop shared resources



Plan ahead for your professional
development journey

SEPT 16th

Local ways into Sustainability

NOV 25th

Curriculum and Assessment Review:
New directions in Sustainability

JANUARY 6th

EY and KS1 Seasonal Sustainability



TIME: 4-5pm

Sign up: [Sustainability through the Primary Curriculum Series 2026-7 – Fill out form](#)

New fully funded CPD opportunity available for schools that are new to Primary Science Teachers Trust (PSTT's) in-school support during 2026-27.

We are offering a limited number of introductory CPD sessions designed to help schools take practical next steps in strengthening primary science through focused, action-based professional learning led by a PSTT Primary Science Mentor.

Schools can apply for support in one of the following areas:

- Getting started with working scientifically
- Strengthening science in your phase (3–5, 5–7, 7–9, 9–12)
- Getting to grips with leading science (for science subject leaders)

Sessions are available as either:

- Half-day CPD OR Two twilight sessions with a gap task

The support is intended for schools that are new to PSTT's in-school support and can involve teachers from a single school, group of schools, federation or MAT.

As places are limited, applications will be reviewed based on eligibility, demand and available capacity. [You can find out more and register your interest via our application.](#)

Courses

Discover the Froebel Certificate in Early Childhood at the University of Roehampton

Deepen your understanding of early childhood education through the Froebel Certificate in Early Childhood at the University of Roehampton. This professional development course introduces the pioneering ideas of Friedrich Froebel, the founder of the kindergarten movement, and explores his influential approach to children's learning through play, creativity, relationships and child-led experiences.

Designed for early years professionals, the course supports participants to reflect on their own practice and develop a deeper understanding of Froebelian principles in today's early childhood settings. The programme welcomes practitioners from a range of backgrounds who work with young children and want to enhance their knowledge, confidence and professional practice.

Delivered through a hybrid learning approach, the course combines academic study, discussion, reflection and opportunities to connect theory with real-world early years practice. Participants explore key themes including children's development, play, creativity and the role of the environment in supporting young learners.

Whether you are an early years practitioner, teacher, leader or professional working with young children, the Froebel Certificate offers an opportunity to expand your expertise and join a community committed to thoughtful, reflective and child-centred practice.

<https://www.roehampton.ac.uk/study/short-courses-and-professional-development/froebel-certificate-in-early-childhood/>

Become an Early Years Teacher with the University of Roehampton's Degree Apprenticeship

The University of Roehampton's Early Years Teacher Degree Apprenticeship offers an exciting opportunity for early years professionals to gain a degree and Early Years Teacher Status (EYTS) while continuing to work and earn. Designed for those working with young children, this apprenticeship combines academic study with practical workplace experience to develop confident, skilled and reflective early years educators.

The programme supports apprentices to build a strong understanding of child development, early education and effective teaching practice. Through a combination of university learning and on-the-job training, participants develop the knowledge, skills and experience needed to support children's learning, wellbeing and development.

Ideal for those looking to progress their career in the early years sector, the apprenticeship provides a valuable pathway to professional recognition while allowing learners to apply their learning directly within their setting.

<https://www.roehampton.ac.uk/study/apprenticeships/early-years-teacher-degree-apprenticeship/>

Roehampton's Short-Course Programme

With the end of the summer term on the horizon, there is a lot to look forward to in our Short Course Programme. Our Arts and Play Therapies Summer Schools are just around the corner, a highlight of our year. The week is always buzzing with energy as learners join us for a week of intensive, experiential learning, leaving with fresh perspectives and new ideas to carry into the second half of the year.

Summer can also be a time to rest, explore new ideas, and think about what we'd like to achieve in the months ahead. As we look ahead to the new academic year this autumn, we're excited to share a wide range of short courses designed to support your goals. From professional development and specialist training to creative and practical learning experiences, we've got plenty of opportunities to learn and connect with new ideas. Bookings for our Autumn courses are now open. Whether you're looking to advance your career, develop specialist knowledge, or learn something new, you'll find courses designed to help you build confidence and deepen your expertise. [Short Courses and CPD | University of Roehampton, London](#)

Can you help with the below projects?

1. Request for help with a Mental Health Project Questionnaire from research student, Katherine.

Hello, my name is Katherine Brown and I am currently studying MSc Psychology at Roehampton University and previously a Primary School Teacher.

As part of my course, my dissertation is focussing on Mental Health in *Primary and Secondary* Schools and the potential barriers that could affect the implementation of Mental Health Services.

I am looking for Teachers and Educational Staff that work with children to take part in my questionnaire. It should take 25-30 minutes to complete and you will remain anonymous throughout.

For any queries or further questions please contact me at:

brownk13@roehampton.ac.uk

If you would like to take part, here is the link to my Qualtrics Questionnaire

https://roehamptonpsych.az1.qualtrics.com/jfe/form/SV_cTMHvO3nfDHUNLw

Many thanks for your time and consideration, I appreciate all the help!

2. Teaching School Hub Neurodiversity Toolkits: Survey for Mentors and Mentees

The mentor working party has developed a short survey for mentors and mentees to support the mentor toolkit. We would really value your input and would like to invite the wider group to review the surveys and share any feedback.

- [Mentor Survey](#)
- [Mentee Survey](#)

Once we have agreed on a core set of questions as a group, you will be able to adapt these further and share them within your own networks to gather context-specific insights. Our aim is to identify key themes collectively and build a bank of case studies to strengthen the toolkits.

Emotionally Healthy Schools Pledge

An exciting new initiative has been launched by a coalition of education and health professionals, politicians, and young people in association with the Therapy and Social Change Network. The campaign calls on the UK government to make urgent changes to address punitive behavioural policies in schools and genuinely embed an education system that is compassionate, equitable, and designed to meet the diverse needs of all children and young people. To find out more about the campaign and to pledge your commitment to Emotionally Healthy Schools, visit the website: <https://emotionally-healthy-schools.org/>.

The campaign website includes essential information, latest developments, and details of upcoming activities and events. We intend to keep the content informed by all the key stakeholder groups. On that note, we are inviting thoughts and comments about what to include on the 'teacher section' of the website to make this an effective channel for teacher voice. If you would like to share your views, please email: michelle.jayman@roehampton.ac.uk

Upcoming ECT roles at your school

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

Our Primary Subject Leads



Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

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

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

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: Dr Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

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

Subject: Physical Education

Subject Lead Name: Emerick Kaitell

Email:

Telephone:

Key subject/research interests: My teaching philosophy is centred around a commitment to social justice, ensuring every child has access to high-quality physical education.



Partnership Materials Page:

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

University of Roehampton Primary Partnership webpage:

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

School Partnerships Team

email: primarypartnerships@roehampton.ac.uk

Head of Primary Initial Teacher Education: Sarah Leonard

email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin

email: natalie.rankin@roehampton.ac.uk

BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

email: anthony.barlow@roehampton.ac.uk

PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

email: s.laird@roehampton.ac.uk