

**Primary Schools Partnership
March Newsletter**



20
26

A message from our Deputy Dean,

Dear colleagues,

I wanted to say a big thank you to everyone who supported our Ofsted inspection. The report is due out in April. At this stage I just wanted to share our appreciation of all the support that so many people gave us during the process itself. Many people covered lessons and made themselves available at very short notice. It was testament to the strength of the partnership that people were prepared to do this and a reminder that people in teaching are generous with their time and support. We will let you know outcomes in due course once the report is published.

Matt Sossick

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

In this issue



We continue with, our final Story sack inspired by a childhood in Australia. This issue also showcases staff achievements at The Early Childhood Studies Degree Network, professional development opportunities, Neurodiversity Celebration Week and sustainability education through GeogLive. We also look at what our 1937 newsletter had to say about cursive writing.

We are pleased to share with you our new School of Education LinkedIn webpage.

<https://www.linkedin.com/showcase/roehampton-school-of-education>



The Roehampton School of Education LinkedIn showcase page highlights our strong commitment to supporting primary partnership schools through high-quality teacher training and ongoing professional development. It emphasises collaboration with a wide network of schools to provide practical, school-based experience for trainee teachers, while also contributing to improved pupil outcomes. The page showcases achievements, events, and research activity, reflecting a focus on building effective partnerships that benefit both educators and learners across the primary education sector.

National Year of Reading 2026

As part of the **2026 National Year of Reading**, colleagues across the School of Arts, Humanities, and Social Sciences, the School of Education, and Library Services will be hosting a week-long series of **events, installations, displays, reading stations, and author talks** from **11–15 May** to celebrate the importance of reading for pleasure.

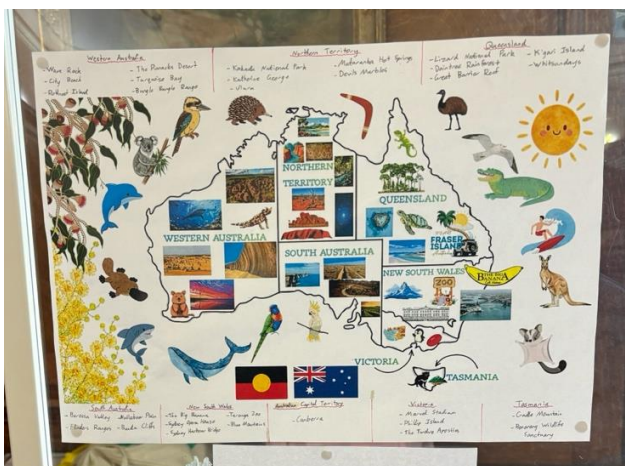
Story Sack: 'Are we there yet?' by Alison Lester. Article and story sack created by Jaimee O'Connell



I chose the book 'Are we there yet?' by Alison Lester as it is a popular and well-loved Australian classic book we read during primary school, which brings back fond memories for me.

Additionally, it shows diverse representation through the family being multicultural, but without using it as a plot line or as something to overcome. Instead, it focuses on the family, their journey and activities done at each location. Thus, creating a sense of inclusion and belonging for the family and the reader. Furthermore, the book explores Aboriginal history, representing voices that have been silenced for too long. This book is advised for students as age range is 7+. Lester uses accessible language supported by rich illustrations, showing a culturally rich Australian journey, has a clear narrative structure, relatable themes about family and travel, strong cross-curricular links thus making it engaging and educational for all readers.

Items in the Story Sack

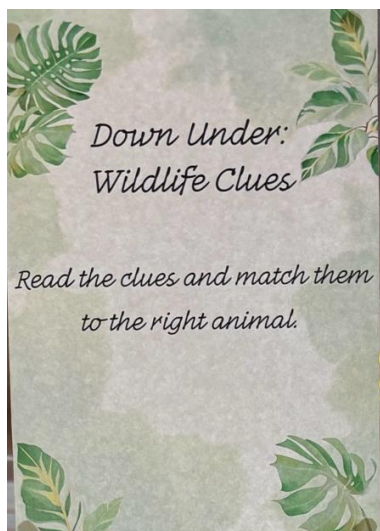


Activity A - Artefact 1



Activity A - Artefact 2

I created Activity A as seen in artefact 1 and 2 for KS2; Year 4 students to create their own ‘Trip around Australia’. After reading the book, students will use artefact 1 to decide what locations and activities they desire to do. Once decided they will create their own map by drawing a line from each city/town. Then students will decide how long they will stay in each state and add up the kilometres travelled. Activity A aligns with the Mathematic statutory requirement; “add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate” (DfE, 2013).



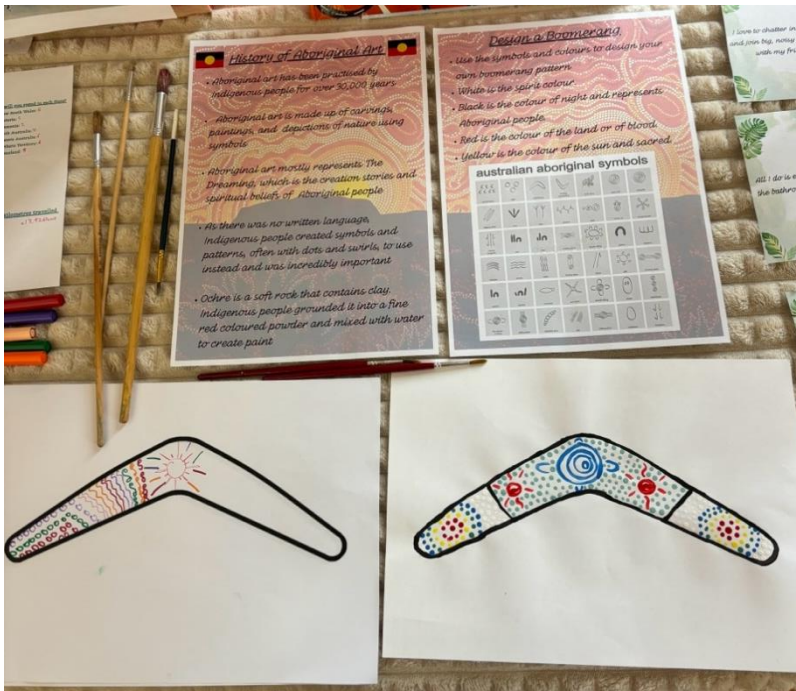
Activity B - Artefact 3



Activity B - Artefact 4

I created Activity B as seen in artefact 3 and 4 for KS2; Year 4 students to enjoy a fun game of reading the clue and matching it to the correct animal. The animals chosen are all Australian natives that can also be found in the wild. Activity B aligns with the Science non-statutory guidance as curriculum enrichment, through broadening children’s experiences of wider habitats in countries unfamiliar to them (DfE, 2013).

Artefact 5



I created Activity C as seen in artefact 5 for KS2; Year 4 students to learn about Aboriginal cultural and history. After reading the information sheet students could create their own boomerang design, using the symbols and the popular method of dot painting. Activity C aligns with the Art aims “produce creative work, exploring their ideas and recording their experiences” and “know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms” (DfE, 2013). Additionally, Activity C aligns with the subject content “to improve their mastery of art and design techniques, including drawing, painting and

sculpture with a range of materials” (DfE, 2013).

Reference

Department for Education (2013) *The national curriculum in England: Key stages 1 and 2 framework document*. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum> (Accessed: 8 December 2025).

Sigrid Brogaard Clausen and Jo Dallal joined an inaugural celebration event hosted by the Early Childhood Studies Degree Network at Northampton University on Friday 23 January.

This event was launched to recognise excellence and impact within the Early Childhood sector. The evening highlighted ten categories of note. The achievements of both colleagues was lauded with Sigrid being awarded a prestigious fellowship in recognition of her contributions, and Jo being shortlisted for Mentor of the Year.

Both these awards reflect their outstanding commitment to supporting and developing others within the profession. Their inclusion in this landmark event showcases the high standard of work and dedication represented within the School of Education team at Roehampton University. We congratulate Sigrid and Jo on their exceptional achievements.

Advocating for a holistic and rights-based approach to early childhood education and care, with Froebelian roots, Sigrid’s significant contribution to the Early Childhood Studies Degrees Network (ECSDN) championed the importance of degree-level study in the sector. Through her work with the ECSDN, she has been instrumental in shaping national benchmarks and fostering a collaborative community that bridges the gap between academic research, policy, and high-quality practice for the benefit of the youngest children.

Neurodiversity Celebration Week

The University celebrated Neurodiversity Celebration Week from Monday 16 to Friday 20 March 2026.

Neurodiversity Celebration Week is a worldwide initiative that aimed to transform how neurodiversity is perceived by providing opportunities to recognise and celebrate the many skills and talents of neurodivergent individuals.

At the University of Roehampton, the week recognised and supported the many ways people think, learn, and experience the world. With a significant proportion of the student and staff community identifying as neurodivergent, the initiative provided an opportunity to champion inclusive practice, share lived experiences, and celebrate the strengths that diverse minds bring to the university.

Supporting our neurodivergent staff

The University remains committed to supporting neurodivergent colleagues in the workplace. New staff were encouraged during onboarding to disclose any neurological differences that might require reasonable adjustments to support them in their role.

Current staff were also encouraged to disclose existing or new health conditions and/or disabilities to their line manager or HR so that they could receive the same level of support.

How people got involved

These pictures are from the student mental health day where Eleanor Mozley (Chair of the Student Union Diversity and Disability group) and Bridget Moira Steenkamp ran the first UR neurobeautiful workshops where we encouraged students and staff to pick their own unique neurobeautiful traits and to think about how these are transferable strengths that they could mention on their CV and at an interview.

Throughout the week, Neurodiversity Celebration Week (NCW) hosted free online webinars covering:

- **Celebrating Different Minds** – An introduction to neurodiversity and its impact.
- **Neurodiversity at Work Q&A** – How to design inclusive work environments.
- **Late-Diagnosed Neurodiversity in Women** – Challenges and experiences.





Participants were invited to attend webinar events through the Neurodiversity Celebration Week website.

Videos were also available that answered some of the most frequently asked questions about Neurodiversity Celebration Week, along with a full schedule of events on the NCW website.

The week provided an opportunity for participants to gain valuable insights, connect with others, and celebrate neurodiversity.

These last photo is from Bridget's UR neurobeautiful exhibition which has been extended to support others in thinking about how they write reflectively and situate themselves in their academic studies.



For more information on Neurodiversity Celebration Week, see:
<https://www.neurodiversityweek.com/>

Amanda Burton-Smith's experiences of, 'The Art of Learning: Strengthening Pedagogy and Practice through Expressive Arts and Design for EYFS and KS1',

As a mentor in Initial Teacher Education and a self-employed education consultant, I support the professional development of educators in nurseries and schools. Following twenty-five years of employment in education, I am motivated to maintain my own continuous professional

learning and research in order to underpin a current awareness of leading practice across the sector.

I recently attended a day of training provided through the Centre for Research in Early Childhood (CREC) in Birmingham entitled, 'The Art of Learning: Strengthening Pedagogy and Practice through Expressive Arts and Design for EYFS and KS1', delivered by Debi Keyte-Hartland. This was my first trip to Birmingham and I was fascinated by the colourful, geometric diversity of the architecture between the station and the centre where the training took place.



I chose this training because I have never considered myself to be particularly artistic. As an early year's teacher, I happily dance, sing and pretend to be anyone or anything without inhibition. However, my confidence in the 'Creating with Materials' aspect of the EYFS area of 'Expressive Arts and Design' (DfE, 2025) has always been lower when compared to other areas of learning.

As I interacted with other members of the group attending that day, I discovered I was not alone in this feeling. Debi encouraged us to avoid labelling ourselves as 'not creative' and enabled us to learn that everyone has some creativity for the arts within them, they may just not feel confident to express it. Through my learning on that single day, I realised that I am creative, I have just had less confidence to express my ideas through materials because I had an expectation that my finished product should look like something someone else has already created.

In my professional context, I visit a wide range of schools and nurseries. I frequently find myself looking at the activities, resources, space and displays. I often ask myself, 'What can children access freely to be creative?' 'How much of themselves and their own creative thinking was each child encouraged to express in that caterpillar, patchwork elephant or beanstalk collage?' Without adaptive teaching and creative freedom, rigidity to templates or pre-made examples can risk narrowing the extent to which a child can express their creative thinking.

One aspect of my professional learning has grown through The Froebel Trust. The Froebelian Principles of 'Creativity and the Power of Symbols' and 'The Autonomous Child' (Froebel Trust, 2025) communicate the idea of the child making choices when exploring which objects or materials they want to use to express their ideas.

Debi had provided a long table with all the creative items she had brought along for us to experience. She described the table as a 'buffet' and invited us to self-select whatever we wanted to explore some mark making. The only instruction within the invitation was to avoid making marks to represent any specific, concrete object. This resonated with a Froebelian idea of giving 'freedom with guidance' although for a less artistic artist, it was harder than I would have first imagined, as one image after another floated through my mind. I found the freedom to select resources from the buffet that inspired and excited me. I used oil pastels, crayon and compressed charcoal to make dots which I then smudged. Debi encouraged us to notice how the paper we chose received the marks which was an experience I had never considered before. My paper was slightly textured and this gave satisfying feedback from my chosen mark making implements and my fingers.

Alongside my Froebelian perspective on education, it is important that I understand how different approaches interconnect and reflect each other. Debi shared that 'Nothing without joy' is a principle of the Reggio Emilia approach founded by Loris Malaguzzi. When I added dots with an ultraviolet pen, I certainly found joy within myself, shining a torch to illuminate my marks and light up my picture. In the training day, I learnt more about the '100 Languages' of the Reggio Emilia approach, underpinned by the philosophy of Loris Malaguzzi who claimed it is the school and the culture who claim 99 of the 'languages or the attributes that would give a child the autonomy to express themselves creatively. Having explored the effects of the media we were invited to layer up and create a collage, which I really enjoyed taking time and trying out a bit of scrunching and twisting paper of different textures.

The training day offered me time, freedom and encouragement to make connections between educational approaches and play this out, expressing my ideas through materials. The approaches of Froebel and Reggio Emilia promote creating time, environments and autonomy for experiences that educationally nourish a whole child. The Early Years Foundation Stage (DfE, 2025) sets out the Areas for Learning as being 'interconnected' with continuous threads of 'Characteristics of Effective Learning' identified as: Playing and Exploring; Active Learning; Creating and Critical Thinking' which validates taking a joined up approach to learning to facilitate the desired opportunities for children. In the Primary National Curriculum for Key Stage One, subject areas are separated into Art and Design and Design and Technology. A child who is five could find themselves in Reception or Year 1. This made me consider how it must feel for a five-year-old when they transition from having access to creative opportunities in continuous provision to a potential restriction of a timetabled slot of one hour a week.

Children thrive when they can make links from what they already know. By providing the physical and human invitation to using materials creatively, Debi opened my eyes to how we might build a bridge to enable children to explore and express their own questions and ideas rooted in the open-ended possibilities of what might come next.





For more information please see the following websites

Centre for Research in Early Childhood

<https://www.crec.co.uk>

Debi Keyte-Hartland

<https://debikytehartland.com>

Froebel Trust

<https://www.froebel.org.uk>

National Curriculum

<https://www.gov.uk/national-curriculum/key-stage-1-and-2>

Reggio Emilia Approach (100 Languages)

<https://www.reggiochildren.it/en/reggio-emilia-approach/100-linguaggi-en/>

Statutory Framework for Early Years Foundation Stage

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

GeogLive 28: Leading for Sustainability in Schools: Insights & Tips

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 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.

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.

Curriculum Ideas



- Try local, rooted or Earth shot-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.

BCF CURRICULUM INVESTIGATION GRANT REPORT

Towards curriculum design coherence in primary geography education for sustainability

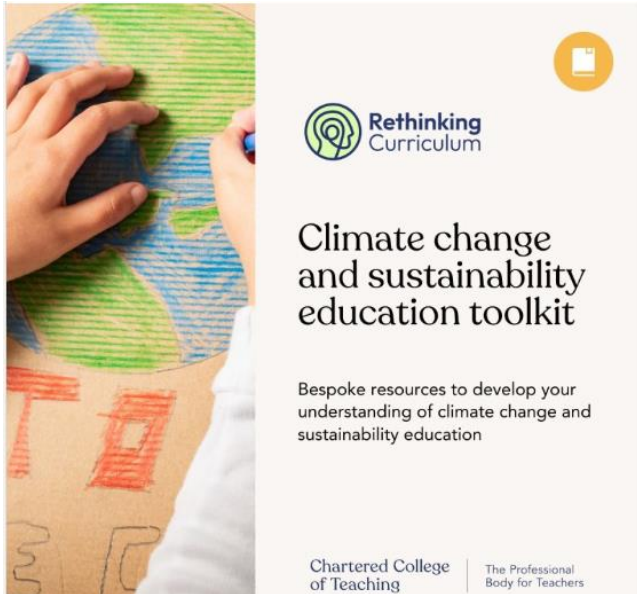
Further links:

- 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>

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.

Leadership & Whole-School Approaches



- Rethinking Curriculum: Climate change and sustainability education toolkit <https://my.chartered.college/research-hub/rethinking-curriculum-climate-change-and-sustainability-education-toolkit/>
 - Audit your school's carbon footprint with Let's Go Zero <https://letsgozero.org/> and create a Climate Action Plan. <https://www.gov.uk/guidance/sustainability-leadership-and-climate-action-plans-in-education>
 - Map and improve your biodiversity using the National Education Nature Park. <https://www.educationnaturepark.org.uk/>
- Look into the Climate Ambassadors scheme <https://climateambassadors.org.uk/>, which connects schools with experts.

Teaching Tips

- **Use heads, hearts, and hands:** build understanding, nurture moral purpose, and encourage practical action.
- **Try mind maps** before and after a topic to capture how children's ideas of sustainability develop.
- **Focus on big concepts** (e.g. place, scale, interconnection) rather than isolated facts, so pupils connect knowledge meaningfully.

Further Reading & Inspiration

- Leadership for Sustainability by David Dixon <https://www.drdauiddixon.earth/>
- **Sustainability Education A Classroom Guide** by Stephen Scoffham and Steve Rawlinson <https://www.bloomsbury.com/uk/sustainability-education-9781350262072/>
- Doughnut Economics by Kate Raworth <https://www.kateraworth.com/doughnut/>
- Children's books such as The Lorax (Dr. Seuss), When We Went Wild (Isabella Tree), and The Tree and the River (Aaron Becker).

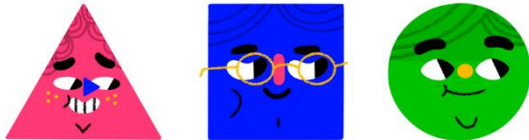
New curriculum and resources help primary school children break free from gender stereotypes.

Primary schools across England can access *Beyond Gender Stereotypes* (BGS), a new free, evidence-based curriculum for KS2 pupils. It aims to support children to identify, understand and break free from gender stereotypes, empowering them to build healthy relationships.

Grounded in community and school-based research, the curriculum offers a range of scalable, engaging and age-appropriate learning experiences using real-life, relatable examples.

The programme is designed to support English primary schools' statutory duty to teach Relationships and Health Education. It includes high-quality online teacher training, expertly developed lessons for both upper and lower KS2 pupils, a rich bank of classroom resources and practical teacher guidance – alongside a range of complementary resources for parents and carers.

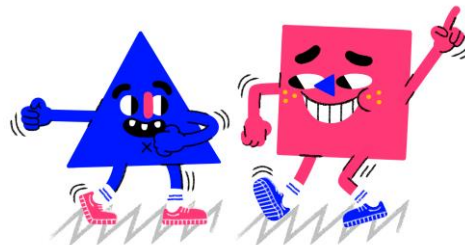
Kirsty Ruthven, Service Manager for The Children's Society Lifting Limits Programme, said: "We are delighted with the feedback we have received from the schools that have already



signed up for our suite of BGS resources. We know that gender stereotypes are internalised in early childhood and can limit children's ability to reach their full potential. Ahead of a full national rollout in the autumn term, we are inviting schools across England to sign up to the BGS programme. Together, we can challenge old norms and create environments where all children can thrive."

The BGS curriculum was developed by The Children's Society Lifting Limits programme in partnership with the Global Boyhood Initiative, coordinated by Equimundo: Center for Masculinities and Social Justice.

For more information, visit:



<https://www.childrenssociety.org.uk/information/professionals/lifting-limits/beyond-gender-stereotypes>

Check out the full resources: <https://www.boyhoodinitiative.org/resource/gbi-primary-school-curriculum-in-the-uk/>

Roehampton Desi Society wins Best Student Society in the UK

The University of Roehampton is proud to celebrate a major achievement for its student community. WeDesi, Roehampton's Desi Society, has been named Best Student Society in the UK at the National Indian Students and Alumni Union UK India Achievers Honours, Achievers Class of 2026.

The award places WeDesi among the leading student societies nationally and highlights the impact it has made at Roehampton.

The judges recognised the society's work in creating a welcoming and inclusive space for students. Through cultural events and shared experiences, WeDesi has built a strong community that brings people together and enhances student life on campus.

WeDesi runs a varied programme of events throughout the year, including DJ nights, Bollywood evenings, dance festivals, movie marathons and celebrations of cultural holidays. By offering both free and ticketed events, the society ensures activities are accessible while also providing added value to members.

Through food, music and art, WeDesi connects students from different backgrounds and creates opportunities for friendship and cultural exchange. The society's events have become a valued part of the Roehampton student experience.

Congratulations to the WeDesi committee and members on this outstanding national achievement. The University looks forward to seeing the society continue to grow and contribute to campus life in the years ahead.

Professional Development Hub for teachers, from the Royal Botanic Gardens, Kew.

Grow Your Teaching is a free professional development hub for teachers, from the Royal Botanic Gardens, Kew. It's designed to support teacher training and professional development through plant science, and help schools meet the expectations in their climate action plans:

- strengthening biodiversity education
- increasing access to and connection with nature
- embedding climate change across the curriculum building staff confidence through high-quality continuous professional development

Three pieces of research led Kew to focus on climate change:

- A Kew survey in June 2025 found that 50% of secondary teachers and 70% of primary teachers lack confidence in teaching climate change.
- The 2025 Curriculum and Assessment Review found there is currently minimal climate education in the national curriculum. According to Schools Week, the phrase 'climate change' appears just twice.
- Research from the British Science Association reports that secondary school pupils feel climate education is overly focused on the devastating impacts rather than solutions, contributing to climate anxiety.



The hub is designed to give teachers and pupils a sense of agency when discussing climate change and combine Kew expertise in plant and fungal science with relatable, real-life activities inside and outside the classroom.

[Climate change | Kew: Endeavour](#)

Two of our primary education team, Vanessa Matthews and Dr. Nicola Treby have been involved in evaluating these materials.

The Link 1937 Excerpts from the article:

THE FROEBEL PREPARATORY SCHOOL COLET GARDENS, W.14.

As regards lessons, we have lately begun to teach a cursive handwriting at the bottom of the school instead of using script as the foundation. After a year and a half with one class, it is too early to say how the experiment will work out here. We are using the methods advocated by Miss Marion Richardson, and so far, we have great hopes of it. It seems as though the rhythm of a cursive hand should be of value to the modern child.

(p24)

We are using an American series of Readers and work-play books which teach by a modification of the sentence method. They seem to have this advantage over the part sentence method books: that they train the children to look carefully at each word and to distinguish between those which have some likeness. A great deal of phonetic work is done in Form I, when the children have some skill in reading, as we find that this helps very much with spelling.

[...]

(p26)

As for ordinary lessons, we are not, I think, concerned very much as to whether we shall teach by projects or centres of interest, on individual lines or by class lessons, for the method must depend on the bent of the teacher and the needs of the class, and you may find any of these methods in the School at a given moment—or you may not; but we are very much concerned that each child shall come to have a real interest in his own progress, that he shall learn the courage which will attack a difficulty with perseverance, and that he shall have some taste of the 'joy that comes from self-mastery, and of the happiness which comes from being a useful member of the community. Though achievement falls sadly short of the aim. We have our moments when we realise ourselves as a community of adults and children who can work together with helpfulness and understanding.

I think this is perhaps the most fitting place I shall ever find to record the gratitude which those of us who work in the school now feel to all those who built up a very real tradition here in the past to be a strength to those who should come after: - a tradition of friendliness and understanding between children and teachers and of happiness and interest in learning.

O. B. Priestman.

With thanks to Kornelia Cepok, our archivist for finding fascinating articles for us to share with you from Roehampton's past.

Are you a leader from a state primary school that usually expects teachers to stay onsite to complete their PPA?



Would you be interested in taking part in an EEF-funded trial to evaluate the impact of offsite PPA?

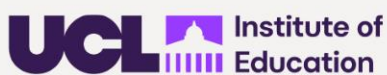
UCL Institute of Education (IOE) and Chartered College of Teaching (CCT) are leading an evaluation of the impact of offsite PPA on teacher retention, which is being funded by the Education Endowment Foundation (EEF).



The aim of the evaluation is to find out the impact of teachers being able to take their PPA time away from the school site on teacher retention, job satisfaction and wellbeing. Schools that take part in the trial will be asked to either keep their current PPA practices, or begin offering offsite PPA, during the 2026-27 academic year.

We are specifically looking to reach leaders from **250 state primary schools that usually expect teachers to stay onsite to complete their PPA.**

Please scan the QR code for more information and to express your interest. Someone from our recruitment team will be in touch.



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
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

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
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

Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to bprimary@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: 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

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