

**Primary Schools Partnership  
November Newsletter**



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## A message from our Deputy Dean,

Dear colleagues,

We wish you very well as the end of the term approaches.

Please can we say a very big thank you to all the mentors in schools who are helping students on their journeys to becoming qualified teachers. I would also like to thank the lead mentors who are working so hard to support their students.

Becky Francis's curriculum review has landed and is being digested by everyone interested in the future of education. The Government has yet to draft any legislation in response to the review, but the DfE have offered their responses so far [here](#). There has inevitably been a mixed reaction to the proposals. Some have welcomed the increased emphasis on science education and a swing back to the arts finding favour as the Review suggests scrapping the English Baccalaureate. Others have expressed concerns that the recommendations will dumb the curriculum down, for instance, by reducing content in exams.

New literacy tests in year 8 offer to catch pupils whose progress slips before GCSEs. The review calls for greater emphasis on creativity and less on a knowledge-rich curriculum. There are also calls for greater teacher autonomy, partly as a response to the teacher retention crisis.

When the Government frames its legislative response to the proposals, it will be important that we work with our partner schools to ensure that our students are prepared for a changing educational landscape. We welcome these discussions with you when that time arrives.

Best Wishes,

**Matt Sossick**

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



## In this issue

We celebrate our Roehampton's Alumni Awards for 2025. There is the magic of storytelling workshops and playing sport while studying, from our students Dinah and Balal. Amy Porter introduces our new carers passport and we hear more about free CPD sessions with GeogLive from Anthony Barlow. There is also a glimpse at information from our Friday CPD briefing which goes out to our students, and more of course, below.

## Roehampton Alumni - Leading the Way in Education

The *Chancellor's Alumni Awards 2025* celebrate Roehampton graduates whose innovation, compassion, and leadership are transforming lives through education. This year's awards took place on Thursday 6<sup>th</sup> November in the Lime Tree Suite in Elm Grove at Roehampton and showcased 19 alumni's contributions to their communities and professions. This year's winners included;

### Grace Eke (BA Primary Education with QTS, 2021; MA SEND and Inclusive Education, 2024)

Grace teaches in the London Borough of Merton, where she supports children with severe and profound learning needs. She champions children's rights and created her school's Parliament to amplify pupil voices. Beyond the classroom, she fundraises for children's health charities and inspires her students to take part in community giving.



### David Houston (BA Education Studies, 2000)

Team Leader for Schools and Colleges at the Victoria and Albert Museum, David has pioneered programmes such as the *V&A Innovate* challenge, bringing creative learning to young people nationwide. His leadership promotes design thinking, inclusion, and access to inspiring educational experiences.

## Tazim Fatima (MA Education, Leadership and Management, 2021)

Founder of *Sahyog*, a non-profit transforming access to education for disadvantaged children and women in India, Tazim exemplifies global citizenship. At Roehampton, she revitalised student life through intercultural programmes and peace-building initiatives.



## Andy Hoang (PGCE Secondary Physics, 2004)

Founder of *Beyond Blocks*, Andy teaches robotics and programming through LEGO Education, inspiring young learners in STEM. As a STEM Ambassador and community leader, he promotes sustainability and digital skills, while supporting Roehampton students through free workshops and international education initiatives such as *Code Club Vietnam*.

## Jo Peat (Head of Educational Development, Roehampton)

Jo is honoured for her exceptional leadership and lasting influence in higher education. Known for her empathy and insight, she has empowered colleagues, advanced inclusive practice, and led sector-wide initiatives on attainment and belonging. Her warmth and dedication have left a deep and enduring mark on the University community. Jo completed an MA in French Contemporary Cultural Studies at Roehampton in 2010.



There were also winners from the fields of

- community and social impact,
- business, entrepreneurship and Innovation
- Law and justice,
- Health and wellbeing
- Arts, culture and creative industries and
- Performing arts

The event, hosted by Roehampton's Vice-Chancellor Jean-Noël Ezingear, truly represents the remarkable impact, achievements, and contributions of Roehampton's alumni. Jean-Noël Ezingear said, "The Chancellor's Alumni Awards are our way of recognising and celebrating the exceptional contributions our alumni are making. I want to extend a huge congratulations and thank you for the impact they've made and for embodying the ethos and values that have remained strong and true at Roehampton for more than 180 years."



## The Everyday Magic storytelling workshops



I had the wonderful opportunity to take part in the Everyday Magic storytelling workshops at St James the Great Primary School in Peckham, led by the inspiring Anne Johnson. I must admit, at first, I expected the sessions to involve reading stories from books, but Anne's approach was far more dynamic. She captivated the children through lively rhymes, rhythms, songs and interactive storytelling that brought each tale vividly to life.

The children were completely enthused; their energy filled the room. It was a joy to see how deeply they engaged with the stories. By the end of the sessions, I had even learned a couple of the songs myself and had the chance to join in! I also had the opportunity to speak to teachers about how the workshops benefit the children.

The most beautiful moment came when I watched a non-verbal child with ASD engage, laugh, and smile throughout the session — something his teachers said was quite rare for him. It was a truly moving reminder of the power of storytelling to reach every child. See <https://everydaymagic.org.uk/> for more information.

The workshops made me realise how the ideas we explore in English seminars and lectures can genuinely engage and inspire children.

**Dinah Owiredu**

*BA Primary Education with QTS*



## Roehampton Education students : study, sport and have success!

*Belal speaks with Anthony Barlow, Programme Convenor, BA Primary Education QTS about his experiences playing sport while studying.*

Second-year Primary Education student Belal is making his mark on the pitch, representing the University of Roehampton in men's hockey and football.

Belal plays for the Men's Hockey and captains the Men's 4th Team in Football. His weekly schedule includes training, competitive matches and fixtures over the weekend.

### Standout Moments!

This season has already brought results! In hockey, Belal and his team have secured back-to-back victories, including mid-October's hard-fought 2–1 win over Imperial, where he scored the decisive goal.

## Wellbeing through sport

For Belal, sport is more than competition, supporting wellbeing.

*“It really motivates me to push on. Even if we lose, it gives us a learning point. Winning together, learning together, and bonding as a team—it truly makes university life better.”*

Regular team socials and bonding activities have strengthened friendships across courses and year groups, helping build a sense of community that extends far beyond the pitch.

### Accessible and growing sports community

Roehampton’s support for students extends to other sports as well and includes: netball, volleyball, cheerleading, basketball, and rugby.

### A celebration of team spirit

When asked about his favourite moments, Belal’s answer was simple:

*“Winning together and celebrating as a team. That connection, that community—it’s what makes it all worth it.”*

Belal’s journey shows the value of the campus experience at Roehampton, the opportunities that we can use to bring students together, boosting wellbeing, and enriching the university experience through teamwork, competition and shared success.

Many of our Education and ITE students get involved with sport during their time at university and we aim to support them to balance their work, life and studies to fit this in during term time as an important life skill with many benefits.

For more information about Sport Roehampton, do see: <https://www.roehampton.ac.uk/student-life/sports-and-activities/sport-roehampton/>  
<https://www.roehampton.ac.uk/student-life/sports-and-activities/>



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## THE FIRST STUDENTS AT ROEHAMPTON UNIVERSITY RECEIVE A CARER PASSPORT - DR AMY PORTER, SCHOOL OF EDUCATION

A new initiative designed to support students with unpaid caring responsibilities has reached a key milestone this month; the first group of students at Roehampton University have received a ‘Carer Passport’. The initiative started in 2024 in the School of Education, in response to student teachers sharing their contexts as unpaid carers. I am so proud that the initiative to support student carers, in the form of the Carer Passport and Carer Support Network, is now rolling out university wide.

A carer is defined as someone who provides unpaid support to a family member, partner, friend or loved one who cannot manage without help due to illness or frailty, disability, mental health challenges, or substance dependency (Carers Trust, 2014). Identifying our students with caring responsibilities is the first stage of the initiative. It takes on average two years for a carer to acknowledge their role as a carer (NHS England, 2014). Notably, some students may not immediately self-identify as carers, especially if their caring responsibilities are long-term and an integrated part of their daily life.

Other students may have recently become carers, or have temporary caring responsibilities, for example following an accident or giving end of life care. Some will have sporadic caring responsibilities due to fluctuations of a chronic long-term condition (Carers Trust, 2015).

Many unpaid carers often feel invisible, overlooked and undervalued (Carers UK, 2024). The initiative raises awareness of caring, gives student carers a voice and makes student carers feel noticed and valued. To have the Carer Passport agreed, the student must have a one-to-one meeting with a Student Welfare Officer, discuss their caring responsibilities and any additional wellbeing support as appropriate. Early connection with their SWO is strategic and means support has been established before any potential point of crisis. Caring support might be physical, emotional, medical or financial or a combination (Carers Trust, 2015). A student with caring responsibilities becomes vulnerable when their caring responsibilities risk impacting upon their health, wellbeing, prospects in education and in life.

An approved Carer Passport means the 'Carer Passport' Tag is added to the student profile, giving automatic access to mitigating circumstances for assignment submissions for the academic year. Facilitated Communication: Eases conversations between students and their personal tutors, academic staff, and university support services, enabling support without the need for repeated disclosures.

## **Looking Ahead**

As our Student Carer Network develops, the initiative, supported by the Wellbeing team, will connect students to others with caring responsibilities, at times they can commit to. Students don't have to share personal details. It is good to connect, to reduce isolation.

As the first Carer Passports at Roehampton University are received, we welcome the milestone in the initiative as a step towards greater inclusivity and support for students with caring responsibilities.

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## "Empowering Tomorrow's Leaders: Skills for Life with Active Leaders"



The 2025 curriculum review focuses on preparing young people for the future by developing their life skills. Active Leaders offers an accredited pathway from age 9, teaching leadership and event organisation.

Junior Active Leaders (Years 5–8) helps students create inclusive games, while Active Leaders (Years 9+) emphasises employability skills.

With over 5,000 participants and 98% recommending the programmes, the programmes have shown positive impacts on behaviour and confidence. For more info, visit [www.activeleaders.co.uk](http://www.activeleaders.co.uk) or contact [penny@activeleaders.co.uk](mailto:penny@activeleaders.co.uk)

The Physical Education team are providing opportunities to our pre-service teachers to acquire accreditation to deliver the programme. Inclusion is the foundation of the programme, and we notice the value it adds to the children's development. The aim is to provide courses for your selected staff members to acquire the accreditation for your school.

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## Awards available for fieldwork

The Frederick Soddy Schools Award scheme was created in 2018 when the Frederick Soddy Trust became a linked charity of the Society, creating a new set of grants, the [Frederick Soddy Awards](#), to support school and student fieldwork and expeditions. Prior to 2018 the Frederick Soddy Schools Award was promoted for the Frederick Soddy Trust by the Geographical Association.

Schools often find it difficult to compete successfully for funds from the main grant-giving bodies or to allocate their own resources to field studies. The aim of the Frederick Soddy Schools Awards is to encourage field studies by providing financial support specifically for this work.

These awards are given to teachers leading groups of school pupils. Applications are welcomed from UK and Ireland schools planning fieldwork involving a strong element of human geography. Awards are made of £200 to £600 and cannot support the costs of physical resources. Preference will be given to schools which have not been supported in the previous year's awards.

[Click here](#) for more information on how to apply

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**Anthony Barlow, Principal Lecturer in Primary Geography Education** hosted a recent webinar with colleagues and speakers from the Early Years and Primary Committee of the Geographical Association. Here are his reflections on the session. You can watch it in full [online here](#).

Geographical Association committee members shared ideas around curriculum design in primary geography as part of the latest free GeogLive! CPD seminar. Offering support and reflections on the 2025 DfE Curriculum and Assessment Review for England, they asked: what might it mean for you?

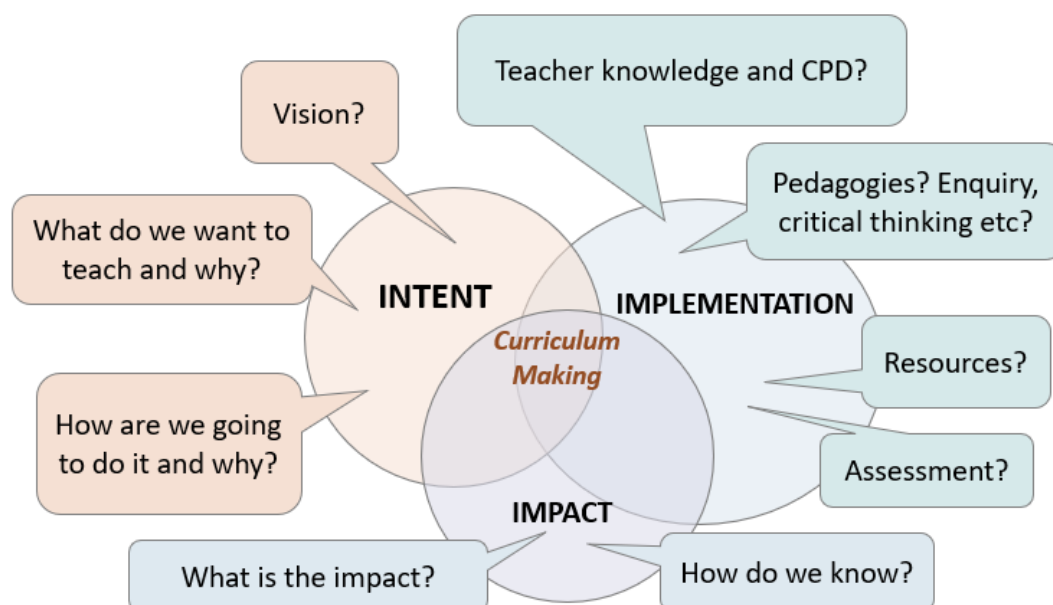
The Review suggests geography remain part of the English primary curriculum entitlement, but that this should remain engaging, aspirational and accessible. It's an evolution with 'minor refinements', retaining the current 'knowledge-rich' approach. Teachers should also consider how emphases on oracy and how knowledge integrated alongside a skills approach, might be a part of any curriculum refreshing.

### Clarity on Concepts and Progression

The speakers reinforced the importance of *geographical concepts* in particular.

Place, space, scale and environment might be seen as *organising principles* to help create curriculum coherence. By considering such 'components', we might progress children towards a more 'composite' understanding of the subject as whole.

While these concepts in themselves are unlikely to be used with children, think of the example of **place** as a concept. *Where* is it that you teach? *What* is it like? *How* is it changing and why? *How* might learners develop a deep knowledge of this, over time?



Adapted from Kinder and Owens (2019)  
Primary Geography



A screen-shot of the GeogLive29 ! session presented by [Dr Paula Owens](#). The importance of Curriculum planning and Curriculum Making.

Different ages and stages call for different components and pedagogies; **contextual** approaches are key. The Review suggests that teachers as curriculum makers need to think carefully about the expectations within key stages. Such materials might come from the Geographical Association and beyond, but you can make a start today by seeing support already published in the GA's [Framework](#), research on [fieldwork](#), or mapping resources from the [Ordnance Survey](#).

**Procedural knowledge** is a type of knowledge where learners *apply* skills. This might be through a geographical enquiry, data collection, or critical usage of sources and mapwork. Speakers in the webinar said such skills should never be isolated, but might be threads through a series of units of study. Children should learn how geographical knowledge is found, processed and, importantly, applied or tested.

### Enquiry and Critical Thinking

Enquiry as framework for thinking should remain a central feature of geography, the review suggests.

*“When planned effectively, high-quality fieldwork offers a ‘real world’ opportunity for students to build disciplinary capabilities and subject understanding in Geography, **with fieldwork enquiry** also opening doors to the development of wider skills such as data collection, analysis and problem-solving.”* (p82: 2025)

The GeogLive! session referred to the enquiry approach creating a genuine ‘need to know’. This is what I sometimes call a ‘big finish’; where any knowledge learned or found is used, applied and an authentic audience is considered. Here learners might ask thoughtful questions, seek evidence and examine different viewpoints. Doing so supports media literacy and builds resilience in interpretation.

### Climate Change and Sustainability

Finally, speakers reminded us of the Curriculum Review’s focus on climate change and sustainability. Geography was described as a ‘natural home’ for this learning because of its links to weather, climate and human environmental interaction.

### Looking Ahead

The planned timetable for curriculum development gives schools time to reflect and prepare. Final documents are expected for use in 2027, with teaching in 2028. This provides an opportunity for subject leaders to consider their intent, implementation and impact, and make thoughtful adjustments now rather than rapid changes. Good luck - and stay in touch with the committee and GA to hear much, much more!

Written by Anthony Barlow and reflecting on the work of Dr Paula Owens, Julia Tanner, Helen Martin and Dr Sharon Witt and the work of the GeogLive! team. Keep in touch: [x.com/EYPPC\\_GA](https://twitter.com/EYPPC_GA) ; <https://bsky.app/profile/primarygeogeypc.bsky.social>

Resources and citations:

<https://www.gov.uk/government/groups/curriculum-and-assessment-review>

<https://www.ordnancesurvey.co.uk/documents/resources/maps-and-mapping-in-the-early-years.pdf>

<https://www.ordnancesurvey.co.uk/documents/resources/teaching-map-skills-primary.pdf>

<https://geography.org.uk/high-quality-geography-fieldwork-for-all-report/>

# Calling all SLT

## Can you support our online mock interviews for Year 3 Undergraduates?

If you have any queries, email:  
[anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)



Want to get involved?

<b>When?</b> Thursday 11 <sup>th</sup> December 2025 between 9am-1pm <b>Commitment</b> from one slot (30 minutes) to the whole morning!	<b>What?</b> Each candidate will have a 30-minute 1-1 interview. They're seeking work from September 2026. Our aim is to pair them with relevant schools.
We can supply questions, or you can use your own. Anyone in your team can take part – this can be useful CPD experience.	Simply supply us with a Google, Teams or Zoom link which we will share with the candidates
<b>Sign up here</b> <a href="https://forms.office.com/e/zHzaYrUpn5">https://forms.office.com/e/zHzaYrUpn5</a>	

### Best of the Friday CPD Briefing

Every week Student Teachers and Lead Mentors receive the FRIDAY CPD BRIEFING. *You can too, just by clicking on this link, below.* Do share with your staff. You can see all the previous issues here too: <https://fridaybriefing.blogspot.com/?view=timeslide> If there's anything you think our trainees should know about, do let us know! Thankyou [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

Guidance report

## Metacognition and Self-Regulated Learning

Published 13 November, 2025

Overview Summary of recommendations Downloads

### Summary Second Edition

#### What this guide is about

This guidance report reviews the best available research to offer teachers and senior leaders practical advice on the most effective strategies for supporting pupils to develop their metacognitive skills and knowledge. The report has recommendations in seven areas and examples of what the strategies might look like in the classroom.

#### Who it is for

Senior Leaders Teachers

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition>

## UCL GeoBus

GeoBus is a free outreach programme for schools run by UCL Earth Sciences. We deliver virtual Earth science workshops designed to spark curiosity and excitement in the planet we call home.

<https://www.ucl.ac.uk/mathematical-physical-sciences/earth-sciences/outreach/ucl-geobus>

## Teacher Wellbeing Index

Our annual Teacher Wellbeing Index provides an insight into the mental health and wellbeing of teachers and education staff working in the UK.

<https://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/>

### ADHD: even one bout of physical activity might help kids better learn in school

Karah Dring, Nottingham Trent University; Grace Walters, Nottingham Trent University

Exercise helped children with ADHD perform better on cognitive tests.

<https://theconversation.com/adhd-even-one-bout-of-physical-activity-might-help-kids-better-learn-in-school-269315>

### Scary stories for kids: A Series of Unfortunate Events taught me that grief can't be understood but can be managed

Rebecca Wynne-Walsh, Edge Hill University

These tales of woe and mystery have young readers becoming amateur sleuths.

<https://theconversation.com/scary-stories-for-kids-a-series-of-unfortunate-events-taught-me-that-grief-cant-be-understood-but-can-be-managed-267786>

### New resource for educators available now

#### Singing with Young Children



We're pleased to bring you the latest title in our pamphlet series for educators, **Singing with Young Children**, a new edition by Paula Lester.

<https://www.froebel.org.uk/news-and-events?section=news>

## Flying the FLAG

Alex Standish ponders the increasingly complex question of how schools should relate to British culture

Most readers will be familiar with the story of student Courtney Wright, who in July this year arrived at her school's Culture Day wearing a Union Jack dress – only to

encompasses the values, traditions and shared history of our four nations – Scotland, Wales, Northern Ireland and England. Immigrants settling here have become British subjects, thus producing hybrid

globalisation, migration, multiculturalism, the internet and growing secularisation. These developments have all, to some extent, disrupted our established cultural practices – from relations at

we losing sight of how education can serve as an induction into culture? **Laudable intentions** A 2023 survey of English secondary teachers conducted by the English &

<https://cdn.teachwire.net/e-mag/Teach-Secondary-Issue-14.7/12/>

## What makes kids see themselves as a leader?

Political leaders are more likely to be men than women. One reason for this is a gender gap in political ambition, note the authors of a recent paper in the *Journal of Experimental Psychology: General*, with research finding that girls tend to be less likely to feel that they could **become the leader of their country**.

Though there have been hints (largely from work in the US) that this gap emerges in adolescence, it's not clear what causes it, write Rachel Leshin and colleagues. In a bid to find answers, the team ran twin experiments on groups of children aged between 5 and 11 in the US and China. Their findings suggest that one modifiable factor in particular might be particularly influential in holding back girls — **support from those around them**.

<https://www.bps.org.uk/research-digest/what-makes-kids-see-themselves-leader>

### The Children's Booker prize will tell kids that they matter

Frank Cottrell-Boyce



As the number of children reading for pleasure hits a record low, the new award highlights its importance for wellbeing, and will give away thousands of books

● **Booker prize launches £50,000 children's award**

"Every child deserves the chance to grow up to be a reader... Current children's fiction is a wild party of invention – from Jamie Smart's *Bunny vs Monkeys* to Katherine Rundell's arcane *Impossible Creatures* and Christopher Edge's terrifying *Escape Rooms*. There is something here for everyone. But you need to be invited. ... the Children's Booker prize will throw open the doors and shout: come on in! Most of all because of this brilliant notion: children on the judging committee."

<https://www.theguardian.com/books/2025/oct/24/the-childrens-booker-prize-will-tell-kids-that-they-matter>



## New, seasonal look for Guardians: Defenders of Mathematica



BBC Bitesize Primary has given their popular KS2 maths game, [Guardians: Defenders of Mathematica](https://www.bbc.co.uk/bitesize/articles/zn2y7nb), a winter update. Children are invited to enter a winter wonderland and choose a festive costume for their Guardian. Pupils must use their mystifying maths skills to battle through the ice and snow to defeat the enemies and save Mathematica before it's too late.

<https://www.bbc.co.uk/bitesize/articles/zn2y7nb>

## Subject Advisory Panels: Autumn 2025 - remaining session this year

Please register your attendance here: <https://forms.office.com/e/2VfadVZfvv>

Links to access the sessions are in the table below.

Subject	Date and time	Online Meeting link
Computing	Lynda Chinaka <a href="mailto:Lynda.chinaka@roehampton.ac.uk">Lynda.chinaka@roehampton.ac.uk</a> Wednesday 26 November 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 358 517 064 521 0 Passcode: bY3T59dp

## Subject Advisory Panels: Spring 2026

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

Links to access the sessions are in the table below.

Subject	Subject Lead	Date and time	Online Meeting link
Art & Design	Jo Nugent <a href="mailto:jo.nugent@roehampton.ac.uk">jo.nugent@roehampton.ac.uk</a>	Wednesday 4 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 345 561 326 001 2 Passcode: nW7Lb6Bs
Computing	Lynda Chinaka <a href="mailto:Lynda.chinaka@roehampton.ac.uk">Lynda.chinaka@roehampton.ac.uk</a>	Wednesday 18 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 341 558 139 677 4 Passcode: An9qu7gZ
Design & Technology	Sue Miles-Pearson <a href="mailto:s.miles-pearson@roehampton.ac.uk">s.miles-pearson@roehampton.ac.uk</a>	Tuesday 3 <sup>rd</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 381 487 296 014 Passcode: Qx63Kr2F
English	Anna Harrison <a href="mailto:Anna.Harrison@roehampton.ac.uk">Anna.Harrison@roehampton.ac.uk</a>	Wednesday 11 <sup>th</sup> February 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 369 501 482 835 4 Passcode: 2P4SQ7y2
Geography	Anthony Barlow <a href="mailto:anthony.barlow@roehampton.ac.uk">anthony.barlow@roehampton.ac.uk</a>	Wednesday 7 <sup>th</sup> January 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 385 956 740 064 2 Passcode: C34Dv3ce
History	Susie Townsend <a href="mailto:susan.townsend@roehampton.ac.uk">susan.townsend@roehampton.ac.uk</a>	Tuesday 10 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 370 722 691 041 1 Passcode: ZT2f9m9Q
Mathematics	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Wednesday 11 <sup>th</sup> March 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 345 979 995 372 3 Passcode: by3ur6Xc
Physical Education	Emerick Kaitell <a href="mailto:e.kaitell@roehampton.ac.uk">e.kaitell@roehampton.ac.uk</a>	Tuesday 3 <sup>rd</sup> February 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 311 498 544 418 7 Passcode: Rv9Ej7An
PSHE	Sarah Leonard <a href="mailto:Sarah.Leonard@roehampton.ac.uk">Sarah.Leonard@roehampton.ac.uk</a>	Wednesday 22 <sup>nd</sup> April 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 363 554 601 225 6 Passcode: Gs7mD2GP

Science	Nicola Treby <a href="mailto:nicola.treby@roehampton.ac.uk">nicola.treby@roehampton.ac.uk</a>	Wednesday 25 <sup>th</sup> February 4-5pm	<a href="#">Join the meeting now</a> Meeting ID: 394 144 798 022 Passcode: jv3ZG7Jo
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## Subject CPD for Mentors 2025/26 – Remaining Sessions

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

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

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
Art & Design	Jo Nugent <a href="mailto:jo.nugent@roehampton.ac.uk">jo.nugent@roehampton.ac.uk</a>	Tuesday 27 <sup>th</sup> January 16.00 - 17.00	<a href="#">Join the meeting now</a> Meeting ID: 370 857 374 709 5 Passcode: En9od36t
Computing	Lynda Chinaka <a href="mailto:Lynda.chinaka@roehampton.ac.uk">Lynda.chinaka@roehampton.ac.uk</a>	Wednesday 4 <sup>th</sup> February	<a href="#">Join the meeting now</a> Meeting ID: 334 280 740 905 0 Passcode: CW3Gr9Uq
English	Anna Harrison and Steph Laird <a href="mailto:anna.harrison@roehampton.ac.uk">anna.harrison@roehampton.ac.uk</a> <a href="mailto:s.laird@roehampton.ac.uk">s.laird@roehampton.ac.uk</a>	Wednesday 10 <sup>th</sup> June 2026 16:00-17:00	<a href="#">Join the meeting now</a> Meeting ID: 329 200 520 838 7 Passcode: hv9Ne6du
History	Susie Townsend <a href="mailto:susan.townsend@roehampton.ac.uk">susan.townsend@roehampton.ac.uk</a>	Tuesday 25 <sup>th</sup> November 16:00-17:00	<a href="#">Join the meeting now</a> Meeting ID: 374 430 408 405 5 Passcode: mh9Bx2bW
Maths	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Wednesday 3 <sup>rd</sup> June 2026 4pm-5pm	<a href="#">Join the meeting now</a> Meeting ID: 342 818 703 299 4 Passcode: zV7HQ27n
PE	Emerick Kaitell <a href="mailto:e.kaitell@roehampton.ac.uk">e.kaitell@roehampton.ac.uk</a>	Thursday 4 <sup>th</sup> December 2025 16:00 –17:00	<a href="#">Teams Link</a>
PSHE	Sarah Leonard <a href="mailto:sarah.leonard@roehampton.ac.uk">sarah.leonard@roehampton.ac.uk</a>	Thursday, 5 <sup>th</sup> March 2026 16:00 – 17:00	<a href="#">Join the meeting now</a> Meeting ID: 326 578 053 795 5 Passcode: 86Gi3Zi9
Science	Nicola Treby <a href="mailto:nicola.treby@roehampton.ac.uk">nicola.treby@roehampton.ac.uk</a>	Tuesday 2 <sup>nd</sup> December 2025 16:00 –17:00	<a href="#">Join the meeting now</a> Meeting ID: 348 055 653 844 0 Passcode: vj7Uk7Y8

## Upcoming ECT roles at your school

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

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## Our Primary Subject Leads



**Subject:** Geography

**Subject Lead Name:** Anthony Barlow

**Email:** [anthony.barlow@roehampton.ac.uk](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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](mailto:nicola.treby@roehampton.ac.uk)

**Telephone:** 020 8392 3263

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

**Subject:** Physical Education

**Subject Lead Name:** Emerick Kaitell

**Email:**

**Telephone:**

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



**Partnership Materials Page:**

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

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

**University of Roehampton Primary Partnership webpage:**

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

**School Partnerships Team**

email: [primarypartnerships@roehampton.ac.uk](mailto:primarypartnerships@roehampton.ac.uk)

**Head of Primary Initial Teacher Education:** Sarah Leonard

email: [sarah.leonard@roehampton.ac.uk](mailto:sarah.leonard@roehampton.ac.uk)

**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

email: [s.laird@roehampton.ac.uk](mailto:s.laird@roehampton.ac.uk)