

**Primary Schools Partnership
October Newsletter**



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A message from our Deputy Dean

Dear colleagues

It has been inspiring to see new students on different routes into teaching, settling into their courses with so much enthusiasm this autumn. Our new Early Years Teacher Degree Apprenticeship has started with a flourish under the expert guidance of the Programme Leader, Emily Rotchell. We have 16 new apprentices on a route that only launched nationally this September. This is providing a route to level 6 awards and supporting the formal professionalisation, through degree level qualifications, of the sector.

The Primary BA course has recruited well again and is also supporting a degree-level apprenticeship. Students are benefitting from a course that provides multiple enrichment opportunities to promote creativity and outdoor learning for pupils. The team are working closely on cross-curricular collaborations that show students different possibilities for a broad and balanced, integrated curriculum.

PGCE Primary courses are experiencing falling numbers nationally, which mirrors falling pupil roles in schools, and we have seen the same at Roehampton. To support recruitment onto the course and to assist student in getting jobs at the end of the course, we have redesigned the PGCE Primary course for 2027-2028 so that each student will benefit from an employability enhancement. There will be three that they can choose from. One will focus on expertise in Maths, one on PE and one on SEND. These will enrich the course and allow students to offer schools something extra on placement and when they are employed.

Best Wishes

Matthew Sossick

Introduction

This edition features articles exploring primary curriculum topics, such as utilising local green spaces to broaden learning experiences in geography, repurposing outdated non-fiction books for critical analysis and structuring effective history lessons. Additionally, we have more on inclusive practices by detailing accessible, multi-sensory theatre for children with special needs and adaptive mentoring strategies to support neurodivergent trainee teachers on school placements.



We welcome the university's first cohort of Early Years Teacher Degree Apprentices, details on the Level 3 Teaching Assistant Apprenticeship for school support staff and have more information on a two-year biodiversity investigation at Carew Academy supported by The Royal Society, and more.....

Roles at the University: Ben Hughes: Lecture Room AV Technician

I've worked at Roehampton for seven years as a technician in the Lecture Room Audio Visual team. Following the completion of my MA in Dance Philosophy & History here at Roehampton I started out as a Graduate Intern and was brought on full time during the COVID-19 pandemic.



I'm responsible for installing and maintaining all the audio & video equipment in rooms (large screens, projectors, speakers etc.), providing technical support to staff and students when needed, facilitating the use of specialised AV equipment such as video conferencing or PA systems for events, as well as researching new AV technologies that will assist and enhance teaching and learning and how they could be implemented at Roehampton.

I originally come from a background in dance, completing my BA in Dance Education back in 2016 at Canterbury Christ Church University, and performing professionally between 2013 - 2018 for companies such as Matthew Bourne's New Adventures and Dance United. I've had an interest in AV tech since I was a child (I fondly remember, much to my parents' dismay, disassembling the VCR at age 7 to understand how it worked) and my previous role as an Apple repair technician gave me a foothold in that industry when I wasn't performing, something I could later latch onto during the pandemic.

Whispers of better things: Teacher training amid the city's blue & green – Anthony Barlow

Please see below a version of a forthcoming article from the British Educational Research Association's Special Issue on Opportunities, aspirations & choice: The impact of poverty on children today & tomorrow edited by Debbie Sabric, Philippa Velija and Anthony Barlow.
<https://www.bera.ac.uk/publications/research-intelligence>

Working with learners beyond the classroom is important for their development and gives opportunities to understand the spaces around them. At Froebel College, University of Roehampton, we deliver teacher preparation with an ethos on '4Rs': resourcefulness, resilience, respect and reflectiveness. Our trainee teachers use their knowledge base to support lessons for the 'whole child', ensuring all children regardless of their experiences of deprivation have an opportunity to experience activities or spaces that they may not have access to at home. Our teacher training college was founded on the principles of Friedrich Froebel, the 19th century German educator and creator of the kindergarten, who saw outdoor spaces as a 'garden for children', a place where children can develop, nurtured by knowledgeable and supportive adults (Tovey, 2022).

Poverty is structural, entrenched and detrimental to learners and their wellbeing (Thompson & Invinson, 2020). London has the highest rates in England, with more than one in three children growing up in poverty (Trust for London, 2026). Our role as teacher educators might be to use

Froebel's approach outlined below to alleviate some of the social and economic poverty experienced by pupils through using the curriculum as a tool to create conditions that can enhance life chances. Through the geography curriculum we encourage trainee teachers to consider how they help pupils develop learner self-regulation, reflection and awareness of their own thinking and feeling (Robson & Rowe, 2012).

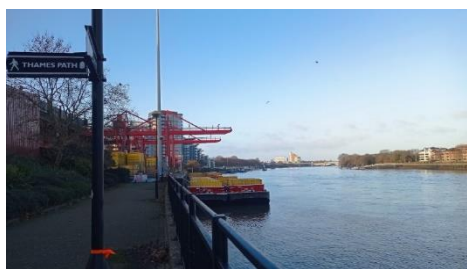


Inclusion of all learners is a key focus of the current Ofsted inspection framework (2025), and teachers in England will soon engage with these themes more through the Curriculum and Assessment Review (DfE, 2025). For geography, this is likely to place further emphasis on disciplinary understanding while creating opportunities to develop enquiry through being outside and through data collecting, analysing and problem solving. Using a subject lens, fieldwork

is vital in geography (Geographical Association, 2025; Ofsted, 2021; 2023, Discussion of findings). The reasons are sometimes more prosaic than I have framed above but include enjoyment alongside the more obvious benefits of attainment and the development of sequenced procedural knowledge (Ofsted, 2021; 2023, Discussion of findings).

Such experiences, shared with peers and scaffolded by a great teacher, might help bridge any poverty of opportunity and tap into the affective domain. Tanner (2019) argues that children's capabilities grow through emotional relationships with the subject and its concepts, particularly those such as place, space and scale. Learners need opportunities to see, think and do before ideas become fully understood; much like Froebel may have thought (Tovey, 2022). Drawing on environmental psychology, Tanner (2019) explores how teachers nurture place attachment, developing emotional bonds, familiarity, safety and identity through local places. Ecological theory complements this work as Bronfenbrenner suggests, that children develop through nested relationships between themselves and wider society, gradually acquiring richer and more differentiated understandings of their environments (Shelton, 2018).

Geography contributes to growing spatial independence and the growth of a child's mental map (Roberts, 2023). Deep place knowledge enables pupils to locate themselves in relation to other places, supporting the spatial cognition that underpins geographical thinking (Ofsted, 2021). They become better able to manage motivation, monitor their learning, reflect and review their progress (EEF, 2026). School experiences remain important because children's independent mobility has declined dramatically. Landmark UK research showed that in 1971 around 80 per cent of seven- and eight-year-olds travelled to school independently, compared with only nine per cent by 1990 (Hillman et al., 1990).



Going back further, to a rapidly industrialising London, we find educators and reformers who recognised the importance of nearby green and blue spaces. Octavia Hill called this finding a 'sense of quiet in which whispers of better things come to us gently' (National Trust, 2026) and her words resonate with current thinking in primary geography. There is value in children's personal geographical responses to this

experience (Catling & Willy, 2018) and in what Martin (2006) describes as simply 'everyday geography'.



Witt and Clarke (2020) remind teachers to pay close attention to the bugs, animals and even the fairies in a magical 'more than human' world. As part of their educational experiences, children need opportunities to spend time in these places, asking questions, observing change and developing relationships with nature, and trainee teachers need to understand how to provide

these opportunities. Making connections between what is known and what is new was key to Friedrich Froebel's approach that we try to live true to today, so every child can see the connection between a bee, blossom and an apple, or between earthworms, leaves and soil (Tovey, 2022). So, seek out those local 'whispers' today! (References for this article are at the end of the newsletter)

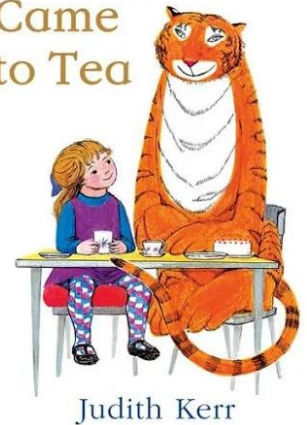
From Page to Stage, The Joy in Inclusive Theatre by Lucy Garrard, BA Primary Education QTS, English Specialism.

The Tiger Who Came to Tea at the Theatre Royal Haymarket

Alongside being in my final year at The University of Roehampton studying Primary Education with QTS, I have had the privilege of working with and caring for my lovely friend Anna, who has Down's syndrome, for the past ten years. We go on all sorts of exciting adventures, but most recently we went to see the stage adaptation of Judith Kerr's picture book, *The Tiger Who Came to Tea*, at the Theatre Royal Haymarket—a story Anna and I have read together many times.

The show was wonderfully inclusive, with lots of opportunities for the audience to get up and join a 'Tiger Aerobics' class, move around, and even sing along. This meant we didn't have to stay quiet or sit still for too long!

The Tiger Who Came to Tea



Anna, alongside the rest of the audience, was captivated from the moment the show started. It highlighted to me just how important accessible, multi-sensory storytelling is for everyone, particularly children and individuals with additional needs. As an English specialist, I loved how the production paid homage to such a well-known, cherished book. It was an excellent introduction to the joys of the stage, and it was magical to look around at so many children who were likely experiencing their very first theatre trip. Additionally, the show reinforced

what I have learned during my first and second years



at Roehampton, demonstrating that active participation in drama can help early readers internalise and fall in love with stories.

This experience with Anna will undoubtedly shape my future teaching practice as I step into my own classroom next year. One day, I hope to take my own class on a school trip to see such an inclusive and heart-warming production.

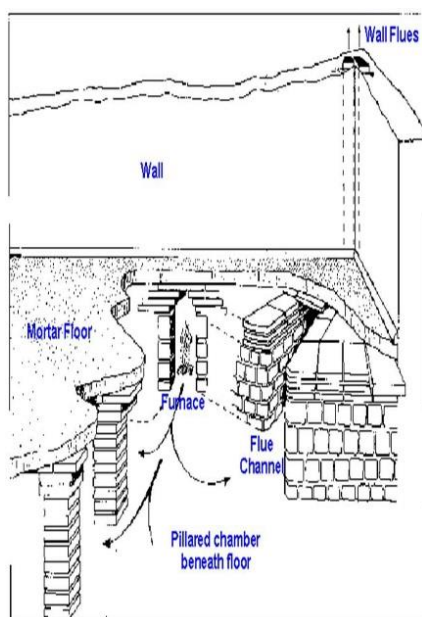
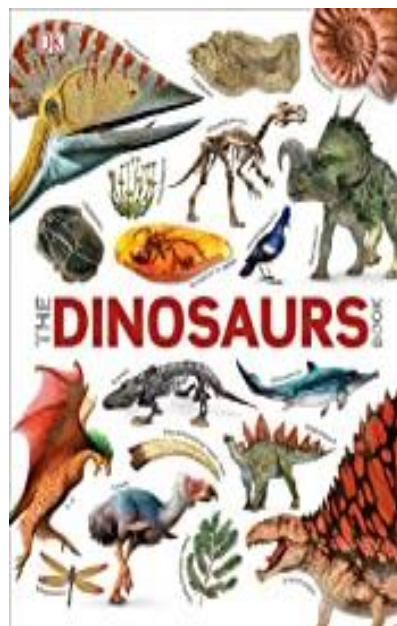
Back to Basics- what does a good History lesson look like? By Susie Townsend

Context

At the start of another academic year with a new set of trainee teachers it is perhaps a good idea to go back to basics and consider what the ingredients for a good history lesson are and how they can be combined to create an exciting and engaging experience for children. This is part of an article that I wrote a few years ago but I think still stands the test of time!

What is History and why is it important?

Maybe this is a good point to consider what is History and why is it a vital part of a child's education?



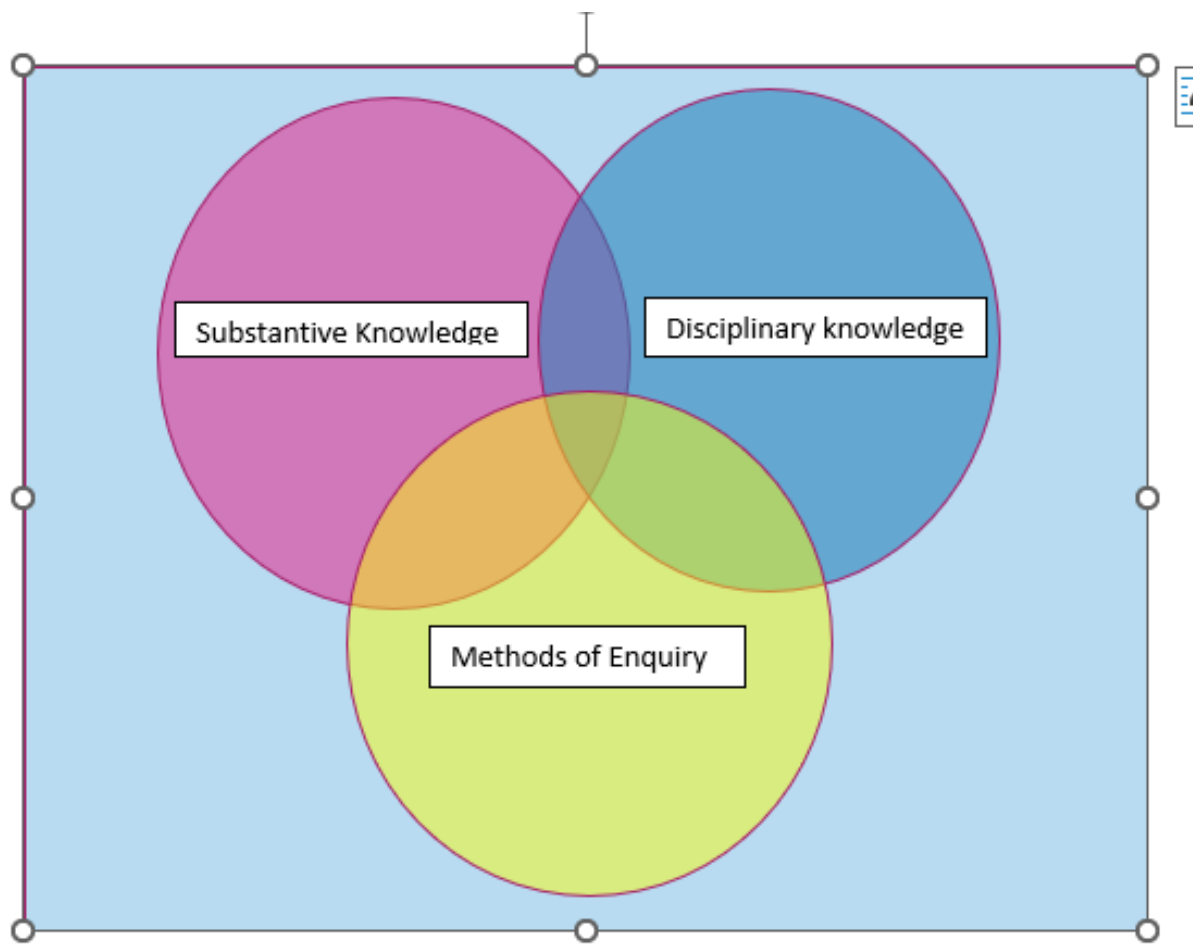
With Key Stage 2 classes or with staff you can get them to consider three images – here I have used a diagram to show the Roman hypercaust system, a non-fiction children's book about dinosaurs and a newspaper front page. They can vote about whether they think are all history, one of them History, or two of them History. This creates interesting discussion. Does the fact that the diagram is a modern reconstruction mean it is not History? Is the Covid outbreak too recent to be History? The

answer of course is that dinosaurs are animals and so not history. In the end it should be established that History is about people in the past and that the past can be thousands of years ago or yesterday. The use of quotes about History can widen the debate to encourage people to consider the significance of History. The comments below by Winston Churchill and Michael Crichton are just two examples that can lead to reflection about the controversial nature of history and its importance.

So, what makes a good history lesson?

The diagram below is one way of demonstrating the ingredients of a good History lesson. Three elements are shown here: substantive knowledge, disciplinary knowledge and methods of enquiry and a good lesson is where all three of these elements combine.

The Perfect history lesson.



Substantive knowledge

This is factual content about people and events. You cannot teach History without historical facts. However, a fact in isolation means very little unless it is put in context so substantive knowledge is also about how facts are framed chronologically and how facts are linked together and connections made across and within time periods. Substantive knowledge is also about exploring key concepts such as power, empire, democracy, trade which children will need to understand if they are to make sense of what they are learning.

Disciplinary knowledge

This is sometimes known as second order concepts or procedural knowledge. This is how historians debate history. So it is considering why something happens (causation) why it might be important (significance) and how it can be viewed in different ways (interpretation.) It is also about understanding continuity and change and giving children a sense of period so that they can have some understanding of what life was like at a different period of time.

Methods of enquiry

This third circle is about how children will investigate history and communicate it. A good history lesson should be framed around a key question for the children to investigate and they should have opportunities to ask questions about sources that they use and draw conclusions from the evidence. They should be able to use a variety of ways of communicating their responses.



What next?

Once the key ingredients of the lesson are decided upon in this way then you can consider exciting and engaging activities for the children to do which enable them to develop an understanding of each of

three elements. As always you need to consider how you are going to support and challenge each child. **Above all else your pupils should come away from their history lesson curious, motivated and keen to know more.**

If the schemes of work are planned well and each lesson supports and extends the next then the children will be able to make progress in their understanding of history. The curriculum itself is, therefore, the model for progression.

As can be seen History is a subject for debate and controversy. A fact is not always a fact; it depends upon the sources selected to come to a conclusion and the way in which they are interpreted. A History lesson should not just be about the narrative, although subject knowledge is, of course, an essential ingredient. It is also about how you make sense of the knowledge and link the ideas together to draw conclusions, make judgements and interpret the past. You cannot make a Victoria Sandwich cake without sugar, eggs and self-raising flour but if you do not bind these ingredients together correctly the result will not always be edible or you will get a very different cake (as I always find to my cost!) Likewise with History – there is no History without historical fact but to make sense of these facts there needs to be understanding about the context, significance, causality and the way in which the topic being taught fits into the timeline of history. And it is possible to have very different views of History (or cakes!) depending upon the selection of the sources used to gain historical knowledge and the interpretation of the information.

References

Byrom, J (2014) *Progression in history under the 2014 National Curriculum A guide for schools*. Historical Association

Cooper H (2018) 3rd edition *History 5-11* Routledge London

Turner- Bisset, R (2012) *Creative Teaching: History in the Primary Classroom* David Fulton

Introduction and Context: Amanda Burton-Smith

During 2023 - 2026, I studied for a master's degree in Inclusive Special Education. I currently work as a Lead Mentor for the University of Roehampton mentoring students across most cohorts in the Primary Initial Teacher Training phase. This was my second MA course, the first was an MA Education, completed sixteen years ago. Education changes over time and I wanted to update my knowledge and research skills as part of my ongoing professional learning and development.

During the final year of this course, while conducting research and writing the final dissertation, I joined a group of other professionals working in Initial Teacher Training to collaboratively write a guide for Inclusive Mentorship. This guide is currently being circulated by a range of ITT providers and contains surveys for mentors and mentees to reach further into a wider range of experiences across ITT placements beyond the university.

Your voice is valued in contributing to the ongoing development of this guide.

The views of mentors and mentees are invited to support ongoing mentor development and to inform future versions of the guide.

Your views as a mentor are welcomed and valued.

Links to the collaborative, Inclusive Mentoring Booklet and Quick Guide can be accessed via the link below.

If you are a mentor interested in contributing your experience and perspective of mentorship to the survey, please see the link on page 33 the Inclusive Mentoring Booklet which can be found in the Partnership Site via the log in at:

<https://external.moodle.roehampton.ac.uk/mod/folder/view.php?id=19344>

You can access the Partnerships Site here:

<http://external.moodle.roehampton.ac.uk/course/view.php?id=108>

Choose '**Access as a Guest**' and enter password: RoehamptonTrainee

These resources are in the 'Supplementary Mentor CPD resources' section

While much of my own professional learning, experience and reading for my MA study enabled me to contribute, collaborate and learn more from others in the group, the two pieces of work remain distinct and separate.

The piece that follows relates to my professional learning pathway and the independent research study that informed my dissertation.

My independent study and research.

In a teaching placement, the spaces, people and routines are different to those encountered in a fixed educational institution and can impact a student teacher's sense of familiarity and belonging. In a placement, a student teacher takes on a unique role that parallels to being a member of staff in many ways, while simultaneously still being the learner. However, the context of a workplace contrasts starkly to that of a college or university where even as an adult, the student teacher experiences inclusion towards them as a learner.

A preliminary study of an autistic student teacher's experiences of school-based placements inspired me to want to know more about the experiences of student teachers who identified as neurodivergent. I wanted to consider the role of the lead mentor in supporting and facilitating placements where student teachers felt included and confident.

This led to the focus of exploring what lead mentors need to know, understand and do, to be inclusive and adaptive. I am grateful to everyone who supported and participated in this study.





TIME TO ATTUNE AND ADAPT

A CASE STUDY EXPLORING THE RELATIONSHIPS BETWEEN
NEURODIVERGENT STUDENT TEACHERS AND THEIR LEAD MENTORS WITH
CONSIDERATION FOR THE CONTRIBUTORY FACTORS OF
INCLUSIVE, ADAPTIVE MENTORSHIP.

Dissertation for MA Inclusive Special Education
2026
Amanda Burton Smith







Research Aims

01 To understand the areas of school based placement that neurodivergent student teachers find most enabling and most challenging.	02 To explore how the relationship between a student teacher and their lead mentor can enable neurodivergent student teachers to build on their strengths, while on school based placements.	03 To gain an understanding of the support and training lead mentors require in order to facilitate a successful experience on placement for neurodivergent student teachers.
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Research Strategy

Case Study

The research strategy of a small scale case study is used for an in depth exploration of the perspectives of a sample group of neurodivergent student teachers and the mentors working within the teacher education department of a single university.

This strategy was chosen to best fulfil the aims of the research towards understanding subjective data collected via qualitative methods from the neurodivergent student teachers and the mentors on ITT programmes.

The researcher holds an interpretivist philosophy influencing the phenomenological approach to finding out about the feelings and experiences of neurodivergent students during their teaching placement and also seeking the views of mentors on ITT programmes .

Research Questions

01

Which contributory factors are identified by lead mentors and neurodivergent student teachers when considering inclusive mentorship?

02

What knowledge, skills and attitudes of a lead mentor can underpin inclusive mentorship?

03

How can providers of Initial Teacher Education enable inclusive mentorship?

Key Learning for me as Lead Mentor

Diagnosis and disclosure are the decision of the student teacher

The decision of whether to seek a diagnosis or disclose any neurodivergent characteristics is a personal choice for the student. Students who do not feel confident to disclose may be masking their neurodivergence. Awareness that some students are reluctant to disclose presents implications for the university who have a responsibility to make the anticipatory reasonable adjustments whether or not a student has disclosed a diagnosis or asked for adjustments.

Key Themes Reflexive Thematic Analysis was used to identify themes (Braun and Clarke, 2022)	Communication	Communicate in ways that are accessible to student teachers. Consider timing, method and clarity. Be mindful of potential barriers with online or in person meetings. Break down content where possible.
	Student teacher wellbeing, emotions and feelings	Understand the physical and mental impact of placement. Express acceptance and wellbeing support. Personal diagnosis and disclosure decisions are made by the student. Adjustment should be anticipatory.
	Procedures	Organisation, time management, prioritising, scaffolding, access to support systems and information sharing are areas a mentor can support. Checklists, time keeping devices and word banks can help.
	Lead Mentor knowledge, understanding and training	Knowledge of neurodivergence as an individual characteristic, different for each person, is integral to inclusive mentoring. Adjustment can be made but standards must be met.

For adult learners and particularly students who will be undertaking school-based placements as student teachers, sometimes neurodivergence emerges as more of a potential need for adjustment than it may have done during earlier educational experiences such as school or college. Accepting and coming to terms with identification and diagnosis later in life requires adjustment on the part of the student teacher at a time they are already adjusting to new routines of study and placement experience.

Mentors must respect student teacher decisions while aiming to make mentorship inclusive based on what they know about the student teacher.

Communication and information

Neurodivergent student teachers value communication with lead mentors that is accessible and time appropriate to their individual circumstances. Communication needs to be accessible for student teachers in terms of how and when it is shared. For some this will mean that instructional, procedural or feedback information could be broken down into shorter statements. Regular check-ins with a lead mentor, with a balance of written and verbal communication were found to be helpful.

Making time for communication is necessary for communication to be effective. This aspect of developing inclusive mentorship is valuable but harder to plan for and to resource. Some student teachers can find online conferencing challenging and prefer face to face discussions where time and logistics make this possible.

ITT providers should consider how information is presented within placement handbooks and course materials. Consultation with students about course materials could support these considerations. Some emails can be reduced to bullet points. Some student teachers prefer less narrative or conversational content and want to receive only the factual information. Checklists, word banks and spelling lists are useful to student teachers.

Lesson feedback can be less effectively received if student teachers feel overwhelmed, emotional or exhausted after an observed lesson. Discuss and agree whether it is more supportive to plan in for some time to pass before a conversation and whether having some written information ahead of or after the conversation is more helpful to a student teacher. Accessibility requirements will vary from student to student and in some cases on a situational basis. Knowing the student teacher and understanding their preference is a key factor.

When the student teachers feel they trust their mentors and can share their strengths, needs and feelings about placement with them, the relationships enable honest open communication.

Organisation and procedures.

The organisation of placement is challenging for some student teachers, while some find the necessary organisation and structure supportive and enabling. Some student teachers feel a need to demonstrate their ability to cope with the role and do not consider asking for adjustments.

Mentors are keen to make adjustments and support student teachers but are mindful that Teachers' Standards themselves are non-negotiable. Adjustments can be made to enable a student teacher to fulfil their placement however their teaching must reach the required standards.

Student teachers are aware of sources of support available through their university, however the pressure of time to engage with them and attend appointments can bring additional challenges when on placement.

Developing trusting relationships

Developing trust and openness is important and trusting relationships, where mentors show interest in wanting to know about a student teacher, encourage them to share.

Mentors need to know how neurodiversity impacts the individual student teacher and that the form of neurodiversity will present differently in different people. Mentors need to understand that effective teaching practice can look different due to neurodiversity and still be effective, despite being different. Student teachers will develop their own style and not directly replicate the teaching style of their mentors. Student teachers feel supported when mentors understand the factors of a placement that contribute to overwhelm and burnout.

Intersectionality is an area of additional awareness. There are student teachers experiencing interconnected protected characteristics. The context and personal circumstances of the student and their wider situation beyond placement, where it can be shared, should be considered by the mentor.

Creating relationships of trust and openness with an awareness of inclusion, equality and equity for all school staff through training and communication could support more student teachers in feeling confident to communicate with mentors. While procedural adjustments can be supportive in enabling organisation, an inclusive relationship with the mentor makes a difference. Relationships cannot be defined or described as easily as practical adjustments, they are nuanced and responsive to the information and emotion being conveyed by the student teacher in the moment. Mentors want to be inclusive in their mentorship and value open conversations with student teacher mentees about what works best for them.

New life for old books: a start-of-term challenge!



We all know what it's like as teachers to set our learners an additional homework task, that summer home learning project, something that might involve cutting, sticking, and getting creative.

You're never quite sure how they're going to take the opportunity or where their imagination will lead them.

Over the summer, our new group of undergraduate Year 2 specialist geographers were set such a challenge: to re-purpose old non-fiction books from the university library. As you can see in the image, they really made an impact!

I was impressed when discussing it with them about the care they took and the way they critically looked at the information in these 20+ year-old non-fiction books.

They used them not only to craft collages, but to ask genuinely useful questions about the veracity of the information inside. It turned out to be a brilliant way to challenge the data contained while celebrating the worth of these books.

Why not give it a go?

As we kick off the new term, here is my challenge to you: before you throw out those outdated non-fiction books gathering dust on school or home shelves, give them a second life!

Get your learners to:

- *Examine the details:* Take a close look at the photographs, maps, and statements from times past. Look when the book was published: how might this location have changed today?
- *Cut and repurpose:* Snip out images and text fragments to make collages to promote talk or create entirely new books from the old.
- *Compare, contrast and check the facts:* Pair old photographs with current counterparts to explore how landscapes, spaces and places have changed over time.

Anthony Barlow and Year 2 Geography Specialists

SEN Unity

[SEN Unity CIC](#), is a community organisation based in London delivering inclusive wellbeing, educational, sports, and enrichment programmes for children, young people, and adults with SEND and additional needs. They are seeking a partnership opportunity to create meaningful opportunities for young people with SEND to build confidence, social connections, independence, and international understanding through inclusive and supportive activities.

One such opportunity is for a school to access funding opportunities through UK-German Connection. Any interested school, please contact Kemi on info@sen-unity.co.uk as soon as possible.



[UK-German School Partnership Seminar \(November 2026 in Würzburg\) – Professionals & Parents](#)

This event will bring together teachers from the UK and Germany to establish **linking opportunities** within a framework to develop **international activities** and projects within the wider school curriculum. Teachers will be provided with support, information and guidance in forming connections to enhance and embed an international ethos within **their schools and communities**.

Early years survey sheds light on AI, supervision and Ofsted's focus on inclusion

The 2026 [annual survey by Tapestry](#), the childhood education platform, received responses from more than 600 early years educators, and has found that use of artificial intelligence (AI) is increasing, with 46% of respondents saying they had used AI in the past six months, compared with 33% in 2025.



Two thirds of respondents using AI said it had saved them time with administrative tasks and paperwork. The most common uses include drafting communications to parents and carers (58%), researching topics (44%) and writing policies or risk assessments (34%). However, 27% of respondents believe AI

should not be used in the early years and 26% do not trust it to provide accurate information.

For those using AI, there had not been sufficient training and guidance. Only a third had received guidance on using AI for administrative tasks and just 21% had received any training. More than half (55%) would like more training to help them use AI effectively.

The survey also explored supervision. Although 89% consider supervision to be very, or extremely, important, 41% said lack of time was a barrier to effective supervision and 35% cited staff shortages. Almost half (46%) said the quality of supervision influences their decision to stay in a role. Four out of five said supervision provides a safe space to talk about concerns, while 79% said it supports their professional development.

More than half (57%) feel very, or extremely, well prepared for Ofsted's focus on inclusion. However, 10% said they were unclear about Ofsted's expectations and a similar proportion lacked confidence that they could evidence inclusive practice if inspected tomorrow.

For more information on the survey findings [read Tapestry's detailed breakdown](https://tapestry.info/tapestry-survey-2026-results).
<https://tapestry.info/tapestry-survey-2026-results>

Musings and Misconceptions about Remembrance Day by Susan Townsend

"They shall grow not old, as we that are left grow old: Age shall not weary them, nor the years condemn. At the going down of the sun and in the morning. We will remember them." Laurance Binyan

Words that resonate and are spoken at the Remembrance Day service and my assumption was that everyone knew them. I read these words to my son and daughter both in their early twenties; neither recognised the words, nor linked them to Remembrance Day so I asked them some questions about November 11th. They thought that Remembrance Day was about World War One and maybe Two, they did not know what the Last Post was, or the grave of the unknown warrior but they did know there were war memorials and that the symbol was a poppy and they remembered vividly the river of poppies at the Tower of London to commemorate the centenary of World War One.



They would have had assemblies every year for at least ten years on Remembrance Day and my daughter was a brownie and a guide. This poses two questions- what do we know, or think we know about Remembrance Day and what assumptions do we make about what our children understand by it? Are we teaching them just how to make a poppy, as the concept of war and loss are too sensitive to be taught?

Remembrance Day began after World War One to remember those men who died in armed forces fighting for their country. The date and time of the two-minute silence was set as this was when the armistice was signed which ended the war. In fact, Armistice Day was what Remembrance Day was originally called and most of the traditions and symbolism come from this time. However, the purpose of Remembrance has changed over time – it is now about both men and women who have fought for their country in any conflict since 1914. There is often the misconception that this day is just about World War One.



There are many possible misconceptions about some of the traditions surrounding Remembrance Day. The haunting sound of a lone bugler playing the Last Post has become synonymous with remembering those who lost their lives in fighting for their country. However, the origin of the Last Post was actually to tell all in a military camp that the last sentry had been inspected and the site secured for the night. A soldier's day was organised around bugle calls as few would have possessed any kind of timepiece. It was not until the 1850s it became common practice for a soldier who

died in a foreign land to have the Last Post played and so its meaning evolved to represent, not just the last action for the day, but the last journey that a soldier would make.

Guides and scouts, military personnel and royalty standing beside war memorials on November 11th are iconic visual images of national remembrance. Memorials to those who died fighting for their country in are relatively recent. There were no memorials to ordinary soldiers until the Boer War; before this if you were an important military leader a statue would be erected, but no ordinary soldier would have a named grave. From the beginning of the twentieth century memorials to individual soldiers became commonplace, linked with the sweeping social changes brought about World War One. In England and Wales all but 53

villages have memorials. The 53 *are the Thankful villages whose soldiers returned safely home in 1918, but there are no recorded Thankful Villages in Scotland. War memorials were paid for by local people and not usually by the government and show the names of the men from the village who died fighting for their country. World War Two memorials often record men and women who died as a result of the war and there are thirty-three 'Doubly Thankful' villages whose men returned home safely from both Wars out of over 6,000 villages. War memorials could in some ways be seen as the first national recognition of the 'ordinary people' and their sacrifices.



but war

by

As well as local war memorials there are the national sites for mourning; the Cenotaph (empty tomb) designed by Lutyens, and the Grave of the Unknown Warrior in Westminster Abbey. The



symbolism of this grave demonstrates the shift in attitudes which the impact of World War One brought about in Britain. In burying an unknown soldier in the place where most of the Kings and Queens of England were buried the value of the ordinary individual was being recognised. But it also gave a focus for all those families who had no body to bury. Immense care and secrecy was taken in the selection of the body so that he really was the 'Unknown Soldier'. When the body arrived on a gun carriage on November 11th 1920 the streets of London were crammed with silent crowds and before

burial it was taken to the Cenotaph which was then unveiled. Every bride in the Royal family

since the Queen Mother have had their wedding bouquet placed on the tomb as a sign of remembrance.

There are misconceptions about the poem The Fallen which is read out on November 11th each year. Laurance Binyon was not one of the war poets, such as Wilfred Owen, who had experienced the horror of war first hand. By contrast he wrote the poem overlooking the Cornish coastline when war was declared and published in the Times September 1914. In that context the view that 'the war would be over by Christmas' was clearly not shared by Binyan whose poem seems to predict the huge loss of life. Binyan was too old to fight, although he did volunteer and worked in military hospitals in France, but it is poignant to realise that he was a Quaker and a pacifist so that if he had been of fighting age he is likely to have been ostracised, or even imprisoned, for his views.



A final misconception about Remembrance Day is that it just occurs in Britain but it is worldwide and many countries have a Remembrance Day although they may happen on different days, have different traditions, symbols and focus.

In Japan National Memorial Service for War Dead is on 15th August as this was the end of the Second World War for Japan, Germany has a National Day of Mourning on the second Sunday in November and Anzac Day is April 25th as the Australians and New Zealanders landed in Gallipoli on that date in 1915 and lost over 8,000 men. Russia commemorates Operation Barberossa on June 22nd with a Day of Mourning and Sorrow.



So it happens all over the world but is it relevant or important today? I asked this as the final question to my children not sure what they would say. The answer was a resounding yes – they both felt that it was important to have a day of Remembrance to honour those who had given their lives to fight for their country but more importantly to reinforce and value Peace. The British Royal Legion states that it is about remembering the service and sacrifice of allied forces in the UK and Commonwealth in conflicts around the world, paying tribute to families and emergency services and acknowledging the loss of civilians in war and acts of terrorism. It is not about glorifying war but looking to peace for the future. If Remembrance Day is to remain relevant to our young people this message has to be at the forefront of our teaching and children need to understand not just the history of November 11th but its ongoing significance.

- According to Historic England – other sources cite between 52-56 villages

Library and Archive news

This month marks 100 years since the publication of A. A. Milne's much-loved Winnie the Pooh books. We are celebrating Pooh and his friends in the enchanted forest with a very special display in the library, curated with input from staff in the School of Education. Kerenza Ghosh, Senior Lecturer in Primary English has written this blog post for us, all about the history and impact of Britain's best-loved bear:

<https://library.roehampton.ac.uk/blogs/collections/spotlightposts/celebrating-100-years-of-winnie-the-pooh>. More on this coming soon – watch this space!

October is also Black History Month which we are marking with a Library display on this year's theme of Honouring Our Communities. In [this former Snapshot](#), you can read about some of the remarkable women from Africa and the Caribbean who studied or taught at the colleges as far back as 100 years ago:

<https://library.roehampton.ac.uk/blogs/archives/blog/Snapshot-from-the-Archives-Black-History-Month-2024>

You can also see some extensive reading lists relating to Library resources on many aspects of Black history [here](#):

<https://roehampton.rl.talis.com/modules/rulasc-04.html>

Two centuries of training teachers

As readers may be aware, Roehampton University was formed by the merger of four small teacher training colleges – Digby Stuart, Southlands, Whitlands, and the Froebel Institute - which were all pioneers in the education of women as far back as 1841. In recent months, the archivists of each college have been trawling through their files to reveal reminiscences from our oldest alumni and former students. In our [Snapshots from the Archives](#) blog posts, you can read about what life was like for these young women who braved the most strict and Spartan of conditions to follow their vocation.

Whitlands

The Whitlands College archive contains written memories of students going as far back as 1850. Read this [Snapshot](#) to find out about life on campus from then up to 1930:

<https://library.roehampton.ac.uk/blogs/archives/blog/reminiscences-whitlands-college-1850-to-1930>

Southlands

At the grand old age of 112, Marjorie Hodnett is the oldest living alumna of Southlands College. In [this Snapshot](#) you can read all about her time as a student there in the 1930s.

<https://library.roehampton.ac.uk/blogs/archives/blog/snapshot-from-the-archives-southlands-reminiscences-1932-1934>

Digby Stuart

2026 marks the 80th anniversary of the launch of Digby Stuart College at its new home in Roehampton in 1946. In [this Snapshot](#), the “diamonds of 1947” recall how they coped with the move to what was then post-war “ruins”.

<https://library.roehampton.ac.uk/blogs/archives/blog/snapshot-from-the-digby-stuart-archives-splendid-years-of-good-old-digby-stew>

Froebel reminiscences to follow soon – watch this space!

Our [most recent Snapshot](#) celebrates the arrival of a new flock of hens on campus, by looking back at all the domestic birds and animals that have resided in the colleges over the years:

<https://library.roehampton.ac.uk/blogs/archives/blog/snapshot-charming-chickens>

All our latest Library news for Autumn can be found here:

<https://library.roehampton.ac.uk/blogs/termlyblog/home/autumn-term-2026>

Roehampton and local schools investigate how planting affects biodiversity



Pupils at Carew Academy in Wallington are taking the first steps in a two-year project to explore biodiversity on their school grounds, working with academics from the University of Roehampton.

Supported by [The Royal Society](#), the project brings together Roehampton's School of Education and School of Life and Health Sciences with local school, [Carew Academy](#) supporting pupils with special educational needs and disabilities.

Pupils will record the plants and animal life they find within their school ground before taking part in a planting project. They will then continue to monitor the grounds to see what changes over time.

The Roehampton team made its first visit to Carew Academy on 15 September, where the School Principal (Mr Kearns) hosted a series of launch assemblies. He introduced Dr Treby and Dr Gupta to pupils, explained the project and allowed students to ask questions.

Dr Nicola Treby, Associate Professor, School of Education

"There is so much to learn from the places pupils see every day. This project gives them the chance to ask questions, make observations and follow what happens over time. It also reflects the close partnerships with schools that shape our education and teacher training courses at Roehampton."

Dr Priyanka Gupta, Lecturer, School of Life and Health

Sciences

"By recording what is there before and after establishment of the flora and fauna, pupils can use their own evidence to see what changes and ask why. That curiosity and practical approach to investigation are central to studying life sciences at Roehampton. I was particularly impressed to see the passion of the students of Carew Academy towards environmental sustainability, a cause close to my heart."

The team hopes the planting will encourage more plant and animal life. Pupils' observations over the next two years will help them assess its impact and share what they discover with the wider school community.

Find out more about studying [Education](#) and [Life and Health Sciences](#) at Roehampton.

Our first ever cohort of Early Years Teacher Degree Apprentices start at Roehampton

The Early Years Teacher Degree Apprenticeship (EYTDA) is an employment-based route in England that allows individuals to earn a bachelor's degree while working toward Early Years Teacher Status (EYTS). We believe that we are one of the first three universities to offer this course, welcoming 16 students for this first cohort.

The induction for the Early Years Teacher Degree Apprenticeship (EYTDA) was 2-days on campus to start of the programme.

Key focus areas and activities during the 2-day campus induction include:

1. Program Orientation & Academic Preparation

- Apprenticeship Requirements: Trainees received a breakdown of the Off-the-Job Training (OTJ) hours requirement from our Head of Apprenticeships, Karolina Jancz and how workplace learning aligns with university modules.
- Academic & Digital Onboarding: Setup and orientation for Roehampton's online learning systems, digital library access, and academic writing expectations for a Level 6 degree.

2. Practice & Workplace Integration

- Tripartite Agreement Review: Introduction to the roles of the apprentice, the employer/setting mentor, and the Roehampton academic tutor in supporting progress towards Early Years Teacher Status (EYTS). All will have had their first meetings by half-term.

3. Professional Community & Support

- Peer Networking: Trainees meet their cohort peers to build a professional learning community before transitioning into independent and setting-based study.
- Campus & Student Services: Overview of pastoral care, disability/dyslexia support, academic tutoring, and student wellbeing resources available at the Roehampton campus.

Trainees also had a session with Andrea Yankah exploring Winning the University Game, explored campus with their toys to share with children in their settings as well as talks from disabilities and the library. Of course, a visit to see the chickens whilst touring campus.

Following this initial 2-day induction, trainees transition to their routine schedule, returning to campus for **two intensive learning days per term** alongside online study and day-to-day employment in their early years' settings.



Some of our EYTDA cohort and characters exploring campus

Book Launch: Out in Oxford



It was a special day coming back to Roehampton after working in the Department of Education for 13 years. Talking about becoming an author of fiction with my debut novel OUT IN OXFORD was a privilege. It was great to meet staff and students to discuss the challenges of writing in a new genre, and to promote the charity the book is supporting (queerwell.org.uk). An ideal Christmas present! Copies available on this link:

<https://bookguild.co.uk/bookshop/contemporary/out-in-oxford>

Thanks to attendees for all the questions and the heartfelt support. Roehampton students and staff never let you down.



Sounds of Intent Awards for Schools accepting applications for the 2026-7 year

Schools to gain support and recognition for inclusive music offer

Schools can now apply for the 2026-27 Sounds of Intent Awards for Schools, which recognise inclusive music provision for pupils with additional needs. Applications will be accepted until the end of the Spring term 2027.

Sounds of Intent is a charity that works with University of Roehampton to research how we understand music and create resources to support inclusive music making. It works to make music accessible to all learners – those with autism, PMLD, those who are blind, have limited mobility, or any other barrier to learning – on the basis of 40 years of music psychological research.

The Awards for Schools scheme, now in its second year, is one strand of the charity's support for schools. Schools work to criteria set out at three levels (Bronze, Silver, and Gold), and submit simple application forms when they are ready to apply. Receipt of an award means a certificate, recognition, CPD, access to pooled knowledge and experience, and membership of a community of likeminded teachers,



To achieve Bronze, schools must be familiar with the Sounds of Intent framework – which sets out how learners engage with music, at different levels and in different domains – and commit to inclusion. The Bronze award is designed to be achievable for the vast majority of settings and attracted 32 applications in the scheme's first year. Schools that are already using Sounds of Intent to guide curriculum and teaching may be better suited to the Silver or Gold, which come with more support.

One music teacher described the value of the framework:

“What the Sounds of Intent framework offers is a way to work out where students are on their music learning journey, how we can best support them where they are at now, and what opportunities we can provide to support them to develop their music abilities further.”



In its pilot year, a total of 36 certificates were awarded. While some schools on the scheme had worked with Sounds of Intent for several years, others were right at the beginning of their inclusive music journey and found it a helpful way to scaffold progress. Not all the applicants were music-specialists, either, with the awards minimizing demands on teachers and focusing on pupil outcomes.

The Music Lead at a special primary school in Kent spoke to their motivations for applying:

"We went for the award because music plays such an important role in the lives of our young people. It is also one of the areas where learners with PMLD can make meaningful progress, and it felt important to advocate for that."



Sounds of Intent is looking forward to continuing to grow this community of teachers and staff passionate about the power of music in schools in this second application window. Do visit [this webpage](#) to find out more about what's required and apply.

The application window reopened on the 9th of October and will continue accepting applications until the end of the Spring term 2027.

The Link 1949, pages 14-16. SCHOOL-MA'AMS. (Thank you to Kornelia Cepok for finding this in our archives)

It was an incident which occurred at College recently that made me wonder about that caricature of a teacher which is implied by the term "school-ma'am." Why do so many teachers acquire "school-ma'am" characteristics? Does it matter if they do? And what are these characteristics, anyway? [...] I think it is true to say that the general public expects a higher standard of behaviour in teachers than it demands from most other sections of the community, and that it interprets "higher standard of behaviour" as "more conventional behaviour." The "general public" consists largely of parents, and they tend to expect a standard which they would not think of applying to themselves. The teacher of their children must be above reproach. Conduct which in most people would be laughed at as slightly mad becomes a fault when it appears in a teacher. Now it is obvious that teachers must have high personal standards, but this does not necessarily mean that they must be conventional. I see no reason why they should not be allowed the same degree of latitude as others. If their behaviour is restricted by public opinion to the merely conventional, there is always the danger that their outlook will be similarly limited. It seems likely that conventional behaviour is incompatible with adventurous thinking, and if one of the two has to be sacrificed I hope it will not be the adventurous thinking. I am going to suggest that it is when a teacher conforms too readily to the accepted pattern that she becomes a "school-ma'am." "School-ma'am" suggests a teacher with a tendency to teach and organise her contemporaries, to disapprove of their amusements, to parade her interest in children, to be neat, but drab, in dress, and to prefer "safety first" in all things. The "safety first" attitude seems to be a direct result of the force of opinion which demands conformity, as already discussed. The more conventional a teacher becomes the more she avoids risks and experiment. The other characteristics are more particularly a result of the traditional school system, which assumes that each teacher has a pedestal from which she may bow graciously but may not descend. To a certain extent this is inevitable. However much she may dislike the role, she is necessarily something of a god in the classroom, and because adults are all ex-pupils they still tend to think of teachers as a race apart—no longer gods, but still slightly inhuman. But again, it is public opinion which expects a teacher to be different, not that a teacher necessarily is different. Thus, all the "school-ma'am" characteristics seem to derive from public opinion about teachers, rather than from anything involved in being a teacher. No one minds a teacher being interested in her job. Doctors and bankers and engineers are all interested in their jobs and "talk shop" quite as much as teachers do. It is when a teacher's

manner implies superiority that her contemporaries feel uncomfortable and dub her “school-ma’am.” What people do not realise is that it is their own attitude to the teacher which forces her into this position. It is a vicious circle, but one which teachers themselves can break if they have the courage to think independently. Lastly, should a teacher be ashamed of being a “school-ma’am”? I think she should, because it implies that she is in danger of losing her identity and becoming merely one of the genus, “school-ma’am”—but she can be proud to be a teacher!

Upcoming Open Events at The University of Roehampton

PGCE Open Days [PGCE Open Evening : 4 November 2026 | University of Roehampton, London](#)

An event for prospective students interested in PGCE Primary, PGCE Secondary, School and Lead Partner Route.

The University of Roehampton is the UK's longest-running provider of teacher training. This event is aimed at future primary and secondary teachers alike and will cover all routes into teaching.

Please see below for an itinerary for the event. To note, this event will run alongside the PG Open Evening on Main Campus which will also give guests the opportunity to speak to teams such as Accommodation, Admissions, Disabilities, Finance, Student Futures and Wellbeing. This part of the event will begin at 3pm and run to 7:30pm. Please see the link above for a more detailed breakdown of timings

[Postgraduate, Master's and Doctoral On Campus Open Evening : 4 November 2026 | University of Roehampton, London](#)

Our postgraduate and doctoral open day is the perfect opportunity for you to come and speak to our academic staff about the course you're interested in studying.

You'll have the chance to chat and ask questions to our support team about your application, as well as our generous scholarships and bursaries and how they will help fund your course.

Our careers team will be on hand to discuss your ambitions and how we can help you achieve your goals through our placement, internships and networking opportunities.

[Undergraduate On-Campus Open Day: 28 November 2026 | University of Roehampton, London](#)

Choosing a university is a big decision, so make sure you come along to our open day and see Roehampton for yourself. Walk through campus, chat with our students, and get a feel for life at Roehampton. You might find it feels like home.

What you'll do on the day

- Explore the campus: join a student-led tour of our facilities, world-class library, and accommodation, and see where you'd actually be living and learning.
- Deep dive into your course: join a subject specific talk led by academics who will teach you, ask the questions that matter to you, and get a feel for studying at Roehampton.

- Meet our staff: our Student and Support Fair is your chance to talk to the teams who will support you throughout your degree. You can chat to Accommodation, Admissions, Wellbeing, Finance, Disabilities and Dyslexia, and Student Futures - our dedicated Careers team - to get the answers you need.
- Get a taste of student life: speak to our student ambassadors, chat with our Students' Union, and find out all about our Study Abroad opportunities.

South West London Future Teachers - Primary Open Morning

Join us for an informative and inspiring morning at Chesterton Primary School, where you will meet staff, tour the school, and observe teaching and learning in action. There will be opportunities to talk to the team about tuition fees, funding and submitting an application for teacher training. To attend this event, please email

enquiries@wandlelearningpartnership.org.uk

<https://getintoteaching.education.gov.uk/events/261104-south-west-london-future-teachers-primary-open-morning>

The graphic is a promotional poster for NPQs. It features a dark purple background on the left with a diagonal split. The top left corner has the text 'Autumn 2026 NPQs' in large white and light blue font. Below this, it says 'Thames South TSH in partnership with UCL's Centre of Educational Leadership'. A light blue circle on the left contains the text 'Deadline for applications is 1st November 2026'. On the right, the Thames South Teaching School Hub logo and UCL Centre for Educational Leadership logo are displayed. The central text lists 'Fully Funded Leadership NPQs' including Headship, Senior Leadership, Early Years Leadership, Special Educational Needs Coordinator, and Early Headship Coaching Offer. Below this, it mentions 'Other NPQs with funding available according to DfE criteria' such as Leading Teaching, Executive Leadership, Leading Teacher Development, and Leading Behaviour and Culture. A light blue circle on the right says 'Apply today!'. A QR code is located in the bottom right corner.

Autumn 2026 NPQs

Thames South
TSH in partnership
with UCL's Centre
of Educational
Leadership

Deadline for applications is 1st November 2026

Thames South
TEACHING SCHOOL HUB

UCL
Centre for
Educational Leadership

Fully Funded Leadership NPQs

- NPQ for **Headship**
- NPQ for **Senior Leadership**
- NPQ for **Early Years Leadership**
- NPQ for **Special Educational Needs Coordinator**
- Early Headship Coaching Offer

Other NPQs with funding available according to DfE criteria

- NPQ for **Leading Teaching**
- NPQ for **Executive Leadership**
- NPQ for **Leading Teacher Development**
- NPQ for **Leading Behaviour and Culture**

Apply today!



To find out more, visit our website or contact us:

www.thamessouthtsh.org | thamessouthtsh@nestschools.org


Department
for Education

Reminders:

Level 3 Teaching Assistant Apprenticeship at Roehampton

Are you looking to invest in your school's support team? The University of Roehampton is pleased to offer the **Level 3 Teaching Assistant Apprenticeship**, tailored to build confidence, practical classroom skills, and reflective practice directly within your setting.

This 12–18-month programme is designed for aspiring teaching assistants and existing support staff already working in schools. It offers a flexible "earn-while-you-learn" model that blends academic grounding with workplace mentoring.

What we offer:

Practical, flexible learning: Apprentices engage in **six hours of learning per week** during term time: comprising two hours of live, synchronous online sessions; two hours applying knowledge to on-the-job classroom practice and mentoring; and two hours of guided independent study (reading professional articles, research, and data).

Workplace-focused assessment: Assessments are developmental, using reflective journal entries and a multi-component workplace portfolio to showcase the apprentice's growing knowledge, skills, and classroom competencies.

Clear career pathways: Successful completion awards a nationally recognised Level 3 qualification, opening progression routes into specialist TA roles, SEN support, or future teacher training pathways (including QTS routes).

Eligibility and how to apply:

Applicants must be employed in a school willing to support them, hold GCSEs (Grade 4/C or above) in English and Maths (or work towards Level 2 equivalents on the programme), and have three years of UK residency.

Whether your school pays the Apprenticeship Levy or qualifies for co-investment funding, our Apprenticeships Team can guide you through every step of setup and enrolment.

If you want to find out more, or have any queries in relation to this course, please contact the team directly at apprenticeships@roehampton.ac.uk.

Short Courses and Professional Development

Our **Arts and Play Therapies** Foundation courses start in October and offer valuable professional development opportunities for practitioners working across education, health, and community settings. These popular programmes provide specialist knowledge and practical skills in a supportive environment. Courses can be taken either on campus or online, and you can pick from one of 5 specialisms (Art, Dance, Drama, Music and Play). For details of upcoming courses, take a look at the Short Course pages on our [website](#).

We are also pleased to highlight our **Assessment Only Route to Qualified Teacher Status** (QTS). The QTS Assessment only route is designed for experienced and skilled teachers who wish to gain formal recognition as qualified teachers without undergoing additional training. This

course provides a structured assessment process to assess candidates against the Teachers' Standards, ensuring they meet the requirements for QTS. You can find out more about the programme on our [programme](#) page. Please do share details of this opportunity with colleagues and your professional networks.

Looking ahead, we will be launching a new **Education, Health and Care Plans (EHCP) course** in 2027. The programme is designed to support professionals working with children and young people with special educational needs and disabilities. Interested colleagues and contacts can now [sign up](#) to receive updates and be among the first to hear when booking opens.

Finally, we would welcome your support in shaping the future of our Continuing Professional Development (CPD) programme. We're exploring what CPD teachers and school employees need, how they prefer to access it, and what makes a course genuinely useful in the context of working in a school. This short survey takes around 5–10 minutes and can be accessed via this [link](#). Your responses will help us shape our future CPD opportunities for schools, academies and colleges.

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Subject Advisory Panels 2026-2027: 16:00 –17:00

Sign up here: [SUBJECT ADVISORY PANEL 2026/27 – Fill out form](#)

	SAP #1	SAP #2
Art and Design - SAP	12/11/26	13/04/27
Computing - SAP	24/11/26	25/05/27
Design and technology - SAP	22/10/26	05/05/27
English - SAP	07/10/26	21/04/27
Geography - SAP		26/01/27
History - SAP	21/10/26	28/04/27
Mathematics - SAP	18/11/26	18/05/27
PE - SAP	11/11/26	12/05/27

Science - SAP	04/11/26	26/05/27
PSHE - SAP		22/04/27

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/>

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