

**Primary Schools Partnership
December Newsletter**



20
23

A message from our Deputy Dean

Dear colleagues,

We wish you a very happy holiday season.

We know how hard everyone has worked this term. Please can we say a big thank you to all of our partners and their amazing mentors for the exceptional help that you have put in place to support this cohort of student teachers. We are very proud of the work that the partnership does together and we wish you a restful break.

With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education

In this issue

We are excited to announce the details of our **Primary ECT Recruitment Event on Wednesday 7th February 2024**, sign up to join us on page 3. We continue to seek **placements for our PGCE students** for their second Block School Experience in Spring and Summer, details of how to submit offers are on page 3. Anna Harrison, Senior English Lecturer, shares some resources to support **festive reading** on page 4. Our science team consider **out of class experiences to facilitate learning in science** on page 5. And you are warmly invited to a **free Primary Education Conference**, taking place on campus on Thursday 11th January; sign up on page 7.

We **celebrated the end of term with our BA3s** on campus – read more on page 8. Students from undergraduate science and geography specialisms were lucky enough to spend time in the company of archaeologist, Vanessa Bruton, this December, **learning about our London-context through time, place and space** - their experiences are captured on page 9. Sign up for our **ICT for Education seminar** running in January at Roehampton on page 11. And our geography specialists spent time at the Victoria and Albert Museum, South Kensington in December, considering **object-based learning, building, design and place knowledge development**; Anthony Barlow shares insights from their day on page 12.



Primary ECT Recruitment Event: 7th February 2024

We are excited to announce the details of our Primary Partnership ECT Recruitment Event on **Wednesday 7th February 2024**, which will take place from 14.30-16.30 on campus. We are inviting you to meet with our BA Year 3 and PGCE students who will be looking for ECT posts in 2024/25.

If your school/organisation is interested in meeting our students to discuss potential employment opportunities at this event, please register your details using the following link: <https://forms.gle/C8VJYndyCvZ3QVFc6>



The deadline for registering is Friday 19th January 2024. If you have any queries about the event, please do not hesitate to contact natalie.rankin@roehampton.ac.uk.

Can you offer placements for PG Core student teachers in Spring/Summer 2024?

We continue to require placements for our PGCE students in 2023/24 - particularly in KS1. Your school should have already been emailed details of how to submit placement offers - if you have not, please contact primarypartnerships@roehampton.ac.uk, who will send on our Placement Offers Pack.

Cohort	Placement Dates	Expectations of Student Teachers
PGCE BSE 2	14 weeks <i>Initial visit days: 22nd & 23rd February 2024. Main placement: Wednesday 6th March - Thursday 4th July 2024</i>	The aim of the visit days is for students to meet their teacher and class to prepare for the main placement. Students begin by teaching whole class lessons in the role of sharing teacher. As they step into the role of lead teacher, they work towards managing the planning, teaching and assessment of the whole class for 4 days a week, from week 8 until the end of the placement.

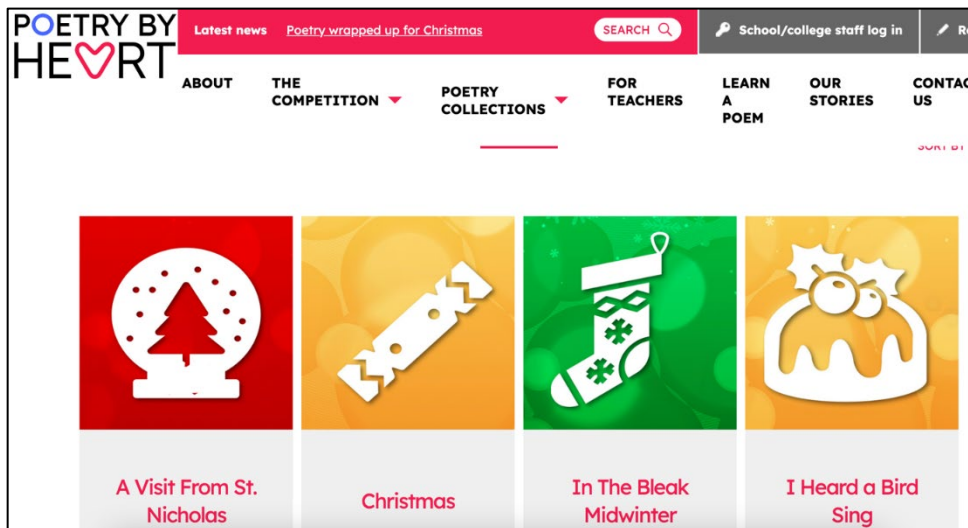
For all placements, please note that our Student Teachers must be placed in classes that have 15 or more pupils.

If you have any questions, or would welcome further discussion on the process of submitting your offers, please do not hesitate to contact me the Partnership team: primarypartnerships@roehampton.ac.uk. We look forward to working with you and continuing to grow our partnership with your school.

Festive Reading by Anna Harrison, Senior English Lecturer

The festive season often brings with it thoughts of books and reading!

- 1) I was struck by the Icelandic tradition on Christmas Eve of everyone reading books together with copious amounts of hot chocolate drinks to hand!
<https://metro.co.uk/2019/12/24/jolabokaflo-d-icelandic-christmas-eve-tradition-11955362/>
- 2) Poetry by Heart has a wonderful interactive poetic Advent Calendar to draw upon as a free resource: <https://poetrybyheart.org.uk/showcase/8>



- 3) The Federation of Children's Book Groups has produced a recently revised and updated book list for the Festive Season: <https://fcbg.org.uk/festive-booklist/>
- 4) And finally, we ask students each year during their BA Primary Education Degree programme to review children's books with different challenges each year. Charlotte Gant's review was one of our recent winners during Year 3. I hope you enjoy reading her review as much as I did!

Book Review: Dream to Change the World: The Story of John La Rose by Ken Wilson-Max *Review written by Roehampton Student Teacher, Charlotte Gant*

During BSE2, this was the focus book of our reading lessons for the week. This book was chosen as the focus book due to it being a non-fiction piece of text written by Ken Wilson-Max meaning it gives a perspective on real issues from a person who they effect. The story is about the childhood of John La Rose, an activist, and his dreams about travelling and helping make a fairer world all while taking his culture with him.

One thing in particular that I like about this book is that it is a picture book which is non-fiction. This is something that you do not see heavily represented in reading lessons, English lessons



or in classroom book areas. This engages younger children with non-fiction text as well as allowing non-fiction text to be more accessible for EAL pupils through using the pictures as further meaning making opportunities. Another part of this book which I really like is how the issues in this book are approached. Issues such as equality, opportunity and fairness are approached in a direct way which is age appropriate. They are also approached in a way which makes it seem as though these issues can be resolved and changed, not just tolerated and accepted. This empowers children to know that they can be activists and change the world for the better through a range of small and large actions.

I would definitely recommend this text to teachers and peers working with KS1 pupils as something to base their topics on or just to have in their reading areas. I would also say that this book could be explored with older pupils if they are working on a related topic, such as Black History Month or equality, as another avenue in which these issues can be discussed.

Science: Out-of-class experiences to facilitate learning

The year 2 science specialists have enjoyed an action-packed 2 days of learning about ways to use out-of-class experiences to facilitate learning. On Wednesday 13th December we were fortunate to join Anthony and the geography specialists to observe a Thames Explorer Trust workshop, which was delivered to children from one of our partner schools. You can read more about this in Anthony's article later in this issue.

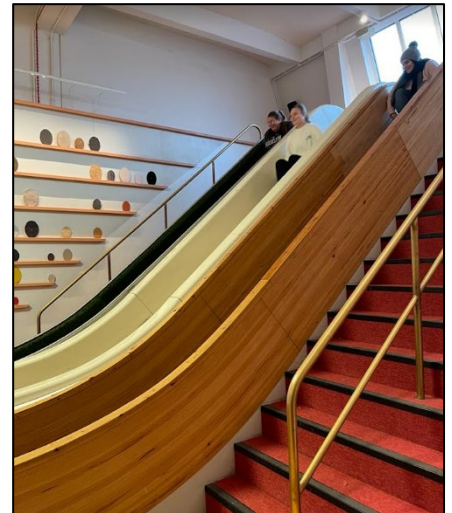
On Thursday 14th December we visited the Science Museum and the Natural History Museum to consider the see the venues through the eyes of a teacher. We focused on the following:

- The importance of planning visits at times when a particular topic is being taught. For example, the Science Museum is particularly well-suited to the topics of space and forces.
- The importance of undertaking a reconnaissance visit to map out a route through the museum and check the galleries for an exhibition that may not be suitable for young children. For example, our student teachers were surprised to find factually correct, but quite explicit, installations about the human body concerning reproduction.



- How to manage children safely when sharing a space with the general public. For example, our trainees insightfully noted that most school children were wearing, almost identical, high vis jackets and we discussed ways of making your group easier to identify, e.g. wristbands with the school's name and phone number in case a child gets lost.
- How to build cultural capital by telling children that museums are public goods, which means that they belong to each and every one of us.
- How to build science capital by pointing out the varied jobs that are available in the field of science.

- How to enact adaptive teaching in a museum environment. For example, some of the areas within the museum can be very noisy and overwhelming and some children may need opportunities to go to quieter areas. We also discussed the importance of noting whether any children's special interests are represented within the museum and ensuring that those galleries are visited.
- The importance of preparing children by teaching a topic before a visit; that way the trip can be used as an opportunity to retrieve information and apply it within a real-world context. For example, the Wonderlab exhibition at the Science Museum has a fantastic friction slide that our trainees tried out. They rightly noted the important role that adults play in checking for understanding. This can be done in a very simple way by frequently asking children what they are learning. Some children may just be working out which is the fastest slide rather than considering why the wooden slide is faster than the slide covered in artificial grass. Of course, the trip would not have been complete without testing out the slides with the children!



The **Wonderlab exhibition** is free for schools to visit and is a fantastic opportunity to learn about science with models that are not available in the classroom. Further details can be accessed [here](#) and a selection of the models can be seen below:



In the afternoon we visited the **Natural History Museum** where our trainees observed the 'Super Stegosaurus' workshop. The workshop was highly engaging, interactive and linked well with the National Curriculum.

The education team also explained more about their work and told trainees about the range of workshops, shows and online visits that they facilitate. If you haven't looked at this recently further details can be found [here](#).

Our trainees valued the opportunity greatly. Here are some of their comments:

"The trip was amazing, we had the opportunity to see the richness of science experiences in both the Science Museum and the Natural History Museum: such as movies, shows, workshops and lots of hands-on experiences, as well as giving us ideas for what a school trip will look like."

"I had an amazing day at the Science Museum and the Natural History Museum. I really enjoyed all the interactive elements, and it was good to see how these linked to the course taught at University helping us become effective primary school teachers. I learnt how to organise children into small groups and about the different activities I can provide to ensure children are constantly learning."

"I had a really good day! The best part was the Stegosaurus workshop and Nikki going down the slides with us!"

If you would like to talk to us further about using trips to support learning, please don't hesitate to get in touch: nicola.treby@roehampton.ac.uk

FREE CPD FOR PARTNERSHIP SCHOOL STAFF
Join us for our annual BA Year 2 Undergraduate Conference

Speaking, Listening and Moving Primary Education Conference

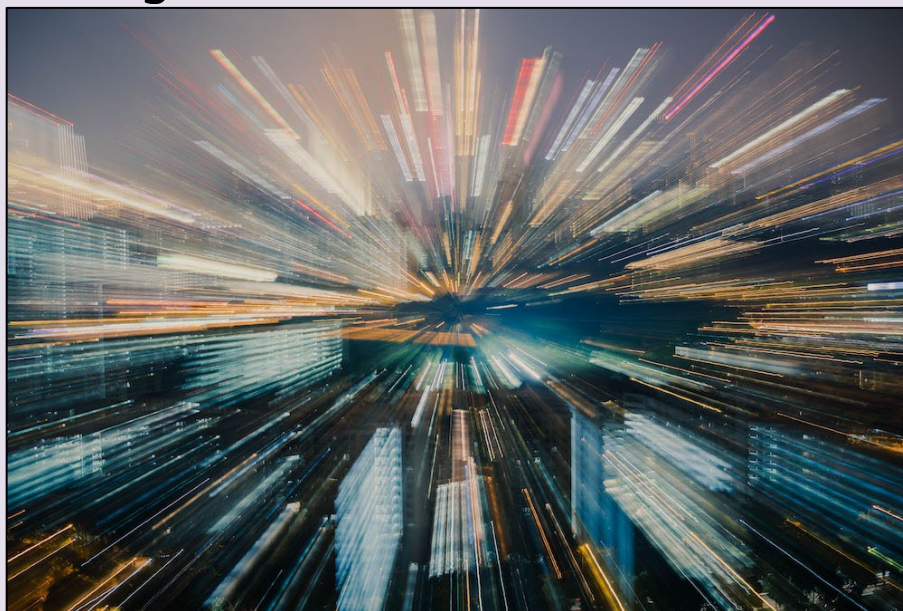


Image [via Unsplash](#)

Thursday 11th January 2024, 9.00-16.00
 Portrait Room, Grove House, University of Roehampton
 Email anthony.barlow@roehampton.ac.uk for joining details

9.00 - 9:50	Stories through the V&A's collections David Houston, Team Leader – Schools and Colleges Victoria and Albert Museum Roehampton Graduate	
10.00 - 10:45	Story-telling workshop Dr Alastair Daniel https://www.akdaniel.co.uk/ ; https://www.storytent.co.uk/ Roehampton Graduate	
11.00 - 12:15 Workshop choices	D&T: Built Environment: Young City Makers Sarah Phillips Head of Education and Empowerment Open City	Physical Education: (TBC)
12:15 - 13.00 Lunch (bring your own)		
13.00 - 14:45	Drama and story The Pied Piper - Professor Carrie Winstanley University of Roehampton	Art & Design Katie Leonard Head of Learning, Art UK Staffordshire University
15:00 - 15:45	Music and Storytelling Thomas McCarthy - Irish Traveller Culture https://www.thomasmccarthyfolk.com/what-i-do/ Traditional Singer of the Year in the Gradam Ceoil Awards 2019.	

NB. Exact session titles may be subject to amendment and change

Celebrating the end of the term with the BA QTS Year 3s

Thanks to all the schools who have supported our BA Year 1 and 2s so far this term. We know that the feedback is very positive from the welcome you have all given them in an always pressured Autumn term. We gave the Year 3 QTS students an extra special send off in the Portrait Room here at Grove House after their final Specialism subject session. They were entertained by a live jazz band and we had lots of time to chat and interact. Now on to the hard work of placement and literature reviews before Christmas!

Thanks, too, from the BA Year 3s to the many local senior leaders of Partnership schools who supported our very successful mock interview process this month. The feedback from students was really good.

Feedback: "Excellent, I cannot fault a thing about the experience! I am so happy with how it went and the feedback was fair, balanced and gentle."

"There was a lot more feedback than I was expecting which was fantastic."

"It was a lot less intense and intimidating than I thought...my interview feedback was so...encouraging [and] the interviewer instilled hope that I am on the right track and was a pleasure to be interviewed."



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.



Bananas, boats and buoys

Learning about our London-context through time, place and space


Students from undergraduate science and geography specialisms were lucky enough to spend time in the company of archaeologist, Vanessa Bruton, again this December. Supported by the Port of London Authority and the Thames Explorer Trust, Vanessa brought her two huge maps (see below) to share a packed session of core knowledge to kick start rivers topics for two local schools from Year 3 and 4.




Left: Pupils from two Wandsworth schools came on site to work with the expert and student teachers watched

Pupils visited campus from St Anne’s CE Primary School and Heathmere Primary, Wandsworth and as pupils engaged in the session, student teachers watched and this supported their thinking. It is amazing what you can achieve in just 90-minutes working with a skilled and expert practitioner. This consolidated their understanding of the ITT CCF, Standard 4 in particular: *“Using modelling, explanations and scaffolds,...Enabling critical thinking and problem solving by first teaching the necessary foundational content knowledge...Providing sufficient opportunity for pupils to consolidate and practise applying new knowledge and skills.”*

From a sugar cube game and through a series of activities moving pupils round the map, Vanessa gave the key foundational knowledge pupils needed to know in a dialogic and engaging session. After the session we discussed with students the importance of CCF Standard 4 in particular: *“Planning activities around what pupils could think hard about...a range of types of questions...to extend and challenge and...modelling new vocabulary [and] asking pupils to justify answers”.*

THAMES EXPLORER TRUST 



Port of London Outreach

This programme provides an opportunity to learn about the history and geography of the River Thames, its connection to global trade routes and the key role the Port of London Authority plays in looking after the river and keeping boat traffic safe.



Above: Vanessa explains from her perspective of an archaeologist some clay, copper, flax and woollen materials that we might take for granted today can be seen in tools and everyday items from times past. In a powerful handling session, Vanessa poses questions such as: How can what we see here help us appreciate how we live today?

Curriculum hooks and engagement

If you are interested in knowing more about the interactive outreach programmes developed in partnership with Thames Explorer Trust and how the Port of London Authority (PLA) works to look after the River Thames, do contact: info@thames-explorer.org.uk or call 0207 742 0057 or visit <https://thames-explorer.org.uk/school-outreach-workshops/port-of-london/>

Thanks to funding from the PLA, Thames Explorer offers the PLA Outreach programme free to state-funded schools in London, Kent and Essex.

Anthony Barlow, Principal Lecturer in Primary Geography education explained that one of the strongest elements of this programme is the giant floor maps illustrating the Thames Estuary and world trade routes which have been specially developed by the trust. Pupils sit round these through the sessions and this helps to support the children’s understanding of the role of the Thames and the PLA in a local and global contexts. Anthony said: *“All the key concepts of geography about location, place, space and scale were covered in this extremely comprehensive learning opportunity for pupils and students. The opportunity to quiz Vanessa afterwards about the opportunities that object-based learning offers, putting replica artefacts in date order, thinking about materials and where everyday items and technologies come from, was inspiring and revealing. I strongly recommend this programme to all schools.”*





The future of Computing. Be part of the conversation: ICT for Education Seminars at UoR

“AI, engagement, & the future
of Computing.”

Tuesday, 28th November 2023

Register here for this event

“Computer Science for all: Making
the computing curriculum work.”

Tuesday, 16th January 2024

Register here for this event



ICT for Education seminars are free to attend for Computing teachers and school leaders at primary, secondary and FE level.

ICT for Education seminars foster cooperation and coordination among Computer science teachers and develop a community with a common goal, focus, and direction on the provision of a computer science education that is inclusive and fit for purpose. Expert speakers address the issues and challenges facing the teaching of Computing / Computer Science in UK schools.

Join dedicated colleagues and peers at an ICT for Education seminar and be part of a community committed to raising the standards of computer literacy and waking learners up to the opportunities afforded by computer science. **You are not alone!**

“The ICT for Education events have been a highlight of my calendar for a number of years now, as these have provided a brilliant opportunity to engage with teachers and the ed tech industry.”

Prof. Miles Berry | Professor of Computing Education
University of Roehampton

Register to attend at: www.ictforeducation.co.uk

Object-based learning, building, design and place knowledge development Victoria and Albert Museum, South Kensington, with Geography Specialists

As part of their studies our students were lucky to have the opportunity to spend some time with Roehampton Graduate, David Houston, Team Leader for schools and colleges.

Have you ever thought when Trafalgar Square came into being? Why was it created? How has it changed over time? Is it important to have central spaces in cities? What are the advantages/ disadvantages?

Do you know where the distance from where all distances to London are measured from?



Trafalgar Square has been a tourist destination and national landmark since its creation. The figure of King Charles I on horseback by Hubert Le Sueur is traditionally the point from which all distances to London are measured. It predates the square and previously, from 1676, had stood near the entrance to Whitehall.



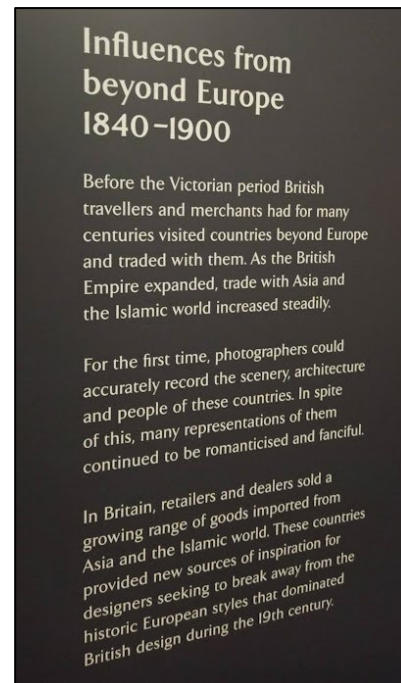
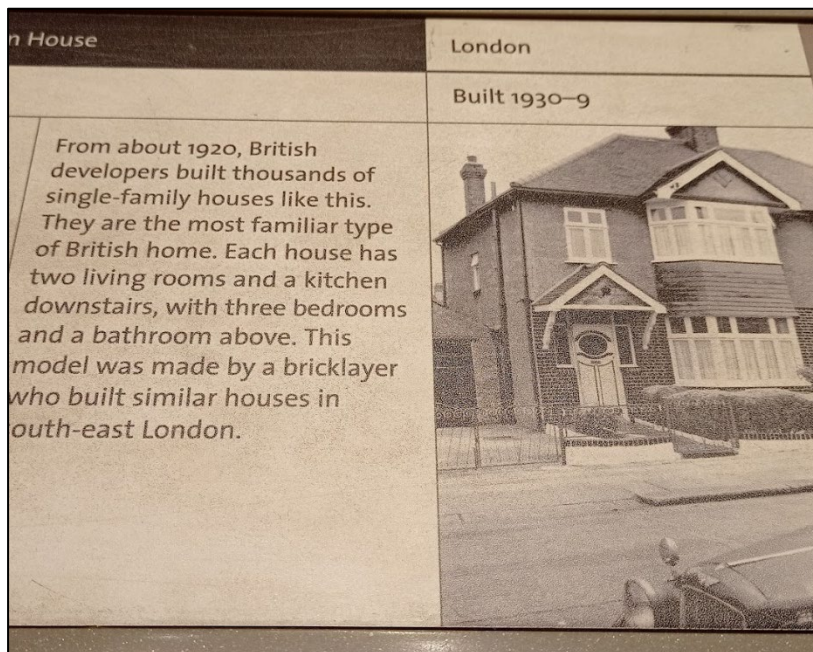
Portrait of Melissa Thompson by Kehinde Wiley

Nigerian-American artist Kehinde Wiley's painting which is on display alongside works by William Morris

With many students being local residents and Merton being the next borough to the university, any links to William Morris who had his model factory at Merton are useful to consider.

"With Abbey Mills in Merton [he found the ideal setting...The water of the Wandle was slightly alkaline and so perfect for washing silks. There were historical connections, the presence of the priory and Nelson had lived close by, which pleased Morris, and the rural setting was an inspiration to Morris." (Source)

This new portrait in the V&A is by Nigerian-American artist, Kehinde Wiley who creates portraits of people of colour in settings and poses that reference Old Master paintings. Wiley's portraits replace European figures of power and influence, asking us to consider the power dynamics behind who is represented in these portraits and why. Wiley's portrait of Melissa Thompson, an East London resident explores themes of feminism, identity, and representation. (Source)

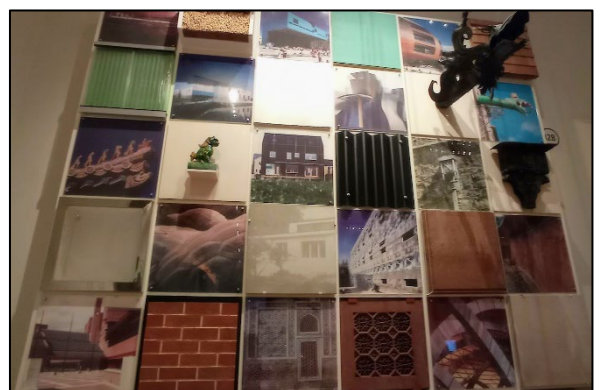


Further discussions we had included student teachers considering materials and design of many of the homes we see around us. Our streets of suburban 20th Century semis are what we and children think of when asked to draw a house. Why? Why this design? In re-considering the 'normal', the geography of our streets needs to be challenged as we consider an uncertain future. "How, why and what might?" are all important questions and are reinforced at Roehampton through the 'Subject Specific Guidance' used to support planning in school and is part of what Ofsted have alluded to in the importance of fieldwork in their recent Subject Report.

"Through observing...analysing it and describing...pupils learn how to notice and record the environment around them. One benefit of this is that they become immersed...Fieldwork also provides opportunities to draw together different forms of geographical knowledge. To be able to explain what they have observed, pupils must draw on their knowledge of human and physical processes, as well as knowledge about location." (Source: [Ofsted, 2023](https://www.ofsted.gov.uk))

Some of the many everyday materials displayed in the Architecture galleries of the V&A

At the V&A we also discussed the importance of rituals and ways people live - why do people (and we) dress like we do, and who influences us. We looked round at each other and realised we were all wearing dark or dull colours. Jeans and jumpers. Why was this? *Who told us all to dress like this? Is it to do with climate? Culture or a mix of both?*



This links explicitly to what student teachers need to consider in relation to the Core Content Framework: **Learn that: Subject and Curriculum (Standard 3 – 'Demonstrate good subject and curriculum knowledge')** *"Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable".*

Learn How:

"Observing how expert colleagues...practice key ideas and concepts over time (e.g. through carefully planned use of structured talk activities) and deconstructing this approach."

Our Primary Subject Leads



Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

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

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Telephone:

Key subject/research interests: Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



Subject: English (BA)

Subject Lead Name: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picturebooks, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

Professional Links: Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

Key subject/research interests: The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

Professional Links: Member of the United Kingdom Literacy Association (UKLA)



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

Key subject / research interest: Relativity and History, experiential learning, historic fiction and diversity.

Professional links: Regular contributor to Primary History journal and to Historical Association conferences.

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

Key subject/research interests: Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

Professional Links: ATM/MA; NCETM and consultancy in schools.





Subject: Art and Design

Subject Lead Name: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

Key subject/research interests: Primary Art and Design education; holistic education; broad and balanced curriculum.

Professional Links: NSEAD; NAPTEC; NASBTT (Associate Consultant for Primary Art and Design)

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

Email: s.miles-pearson@roehampton.ac.uk

Telephone: 0208 392 5781

Key subject/research interests: CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



Subject: Physical Education

Subject Lead Name: Sarah Robinson

Email: sarah.robinson@roehampton.ac.uk

Telephone: 0208 392 3398

Key subject/research interests: Physical literacy; creativity in PE; Physical Education and the development of the whole child; active learning for the classroom; and the value of teaching through a variety of activities. Outside of primary education I am also an athletics coach.

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: Religious Education

Subject Lead Name: Lesley Prior

Email: lesley.prior@roehampton.ac.uk

Telephone: 0208 392 8163

Key subject/research interests: The role of SACREs in RE and the interface between religion and worldviews and the life of schools.

Professional Links: Among my many links with various professional RE organisations, I am Chair of the European Forum of Teachers of RE and I am a former Chair and current Executive Member of the National Association of SACREs.

Partnership Materials Page:

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

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

University of Roehampton Primary Partnership webpage:

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

School Partnerships Team

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email: 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

email: anthony.barlow@roehampton.ac.uk

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email: s.laird@roehampton.ac.uk