

**Primary Schools Partnership
September Newsletter**



20
23

A message from our Deputy Dean

Dear colleagues,

We wish you well at the start of term. Recruitment to ITE saw bumper numbers during the pandemic. This year we are seeing much lower numbers across the sector, as the economy has recovered and with negative press linked to teaching strike action. We will continue to work with all our partners and the University marketing team to recruit as strongly as we can. Please can I remind you all that as School Direct salaried reaches the end of its life, there is the apprenticeship route which provides a salaried option for some schools and candidates. If you are interested in finding out more, please do visit our [website](#).

With best wishes,

Matt Sossick

Deputy Dean and Head of Initial Teacher Education

In this issue

We share two upcoming science events – **Protecting our Planet day** on 30th November and the **Hidden Nature Challenge** on 4th October; see pages 3 and 4 respectively. We invite your participation in a research project exploring the impact of the **cost of living crisis** on children in primary schools on page 4. **Generation Wild** returns for its third year, a nature connection programme run by the Wildfowls and Wetlands Trust – sign up on page 5. On page 6 we share the long lists for the **UKLA's Book Awards**.

We are still in need to BA and PG placements, particularly in KS1. If you can host one or more students, please contact us; further details on page 7. Detail of our **Partnership Annual Review and Priorities for 2023/24** are outlined on page 8. Anthony Barlow, Principal Teaching Fellow, provides a **Geography Curriculum Update** on page 9. And Lorraine Hartley, Principal Lecturer in Mathematics Education, considers **effective instructional approaches to engage all learners in mathematics**, in the second of two articles on the topic on page 11.



Our Roehampton Mentor team, at our Staff Development Day this September.

Some words from a graduating student

We are delighted to share some words from one of our BA3 students, who completed her BA programme this summer:

I just wanted to send an email to thank Roehampton for the most incredible three years. I've always wanted to study primary education but the lacked confidence to take that leap. In school I was always considered to be a child that required extra support and guidance, which made me feel that university was a dream I wouldn't be able to reach. Since joining Roehampton I have felt nothing but support and never once felt that I was different or behind others. I feel that I owe a debt of gratitude to you and the whole primary education team for your support and guidance in helping me not only graduate but also achieve first class honours which is something I never dreamed could be my reality!

I'm going to miss Roehampton as it has been a big part of my journey and I can't wait start my new adventure in September.

Protecting our Planet Day returns on 30 November 2023!

Protecting Our Planet Day (POP) is the inspiring live-streamed event for schools brought to you by the UK Space Education Office (ESERO-UK) at STEM Learning and in collaboration with the European Space Agency and the UK Space Agency.

POP23 takes place on Thursday 30 November. Join us for a world full of experts and leading researchers - passionate people working to protect our planet from here on Earth and from space - into your classroom.

You could make the day a STEM day in the school calendar. Alternatively, if you could run an after-school club on November 30th from 3:30 - 4:30 you could attend the online after-school club.

Click [here](#) for full details of the event.



The Froebel Trust



The Froebel Trust website includes a range of free resources for educators. Join their mailing list, at the bottom of the homepage, to stay up to date: <https://www.froebel.org.uk/>

They also run a range of training courses across the year: <https://thefroebelpartnership.co.uk/training/>

National Education Nature Park, Hidden Nature Challenge 2023

Take the Hidden Nature Challenge! On Wednesday 4th October the National Education Nature Park is running their first challenge.

Take your class outside and discover hidden nature on your school site. Look for one or more of the following:

- The smallest sign of nature
- A repeated pattern
- A nature free zone
- A plant in an unexpected place
- Something new to you



Take a photo and add it to the online map. Compare your findings to others from schools across the country! This is a great way to engage pupils with nature in their immediate surroundings and marvel at the ingenuity of nature. This activity could take less than twenty minutes or form part of a science lesson or wider topic. Full details can be found [here](#).

Research: Exploring the impact of the ‘cost-of-living crisis’ on children in primary schools

Recent research by several charities has attempted to provide a snapshot of the depth of the current cost-of-living crisis and its impact on children and their families (Joseph Rowntree Foundation, 2023; The Sutton Trust, 2022; Barnardo’s, 2023). They suggest this crisis is affecting children’s learning experiences and it is more prevalent in schools with the most disadvantaged intakes. By understanding the impact of the current cost-of-living crisis for children, the objective will be to review specifically what schools are doing to mitigate these difficult circumstances and to question if schools themselves are being directly affected.

Please can we ask for your help with this research, by completing an online survey. This should take no longer than 10 minutes, and any identifying details will be removed. Please click on [this link](#).

Please feel free to share this link with other members of the school staff and thank you for your kind support.

If you have any queries about this project, please contact Tamsin De Kerckhove: dekerckt@roehampton.ac.uk.

FREE nature connection programme for schools

WWT have had a fantastic response to their Generation Wild programme. With the programme entering its third year, over 28,000 children have already taken part and they've completed over 70,000 nature connection activities at home and at school. Your pupils could join them.



Generation Wild is a nature connection programme for schools in economically disadvantaged areas. Children follow the magical story of Ava the bird girl, a character who is brought to life during a visit to the wetland centre. She encourages them to complete nature activities back at school and at home to receive their certificates and membership badges as they become 'Guardians of the Wild'.

The project includes FREE school visits (including FREE transport) as well as FREE return visits enabling children to share the magic with their families. Curriculum resource packs have also been produced so you can tie the project in with your class topics.

We recommend planning ahead and booking for a time of year when you are delivering a relevant topic. This might include work on nature, the environment, animals, habitats, food chains, journeys / migration or work focusing on Africa (Ava migrates to Africa).

We are now taking bookings for participation right through to the end of July 2024. The qualifying criteria are based on the percentage of pupils receiving free school meals and vary by region.

To find out more and see if your school qualifies visit www.generationwild.org.uk

An interactive and engaging way to inspire children to genuinely bond with nature. We loved it - our children loved it - it was fabulous! (Participating teacher)



UKLA Book Awards

Each year, the UKLA (United Kingdom Literacy Association) draw up long lists in September for four categories of children's texts: 3-6 year olds; 7-11 year olds; 11-16 year olds; and Non-fiction. In April, these short lists of six books per category are launched, and at the annual June conference, one winner is announced for each group. It's always fascinating to track the long lists, short lists and winners! In the summer term, we ask students to read and vote on their favourite books. Here are images for the long lists for the two categories we shadow: the 3-6 and 7-11 groups. Any authors/illustrators you recognise?



Can you offer Block School Experience Placements in 2023/24?

We continue to require placements for our BA and PGCE students in 2023/24 - particularly in KS1. Please find below information about placements for each of the cohorts. Your school should have already been emailed details of how to submit placement offers for next academic year - if you have not, please contact, who will send on our Placement Offers Pack.

Placement Dates and Expectations of Student Teachers

Cohort	Placement Dates	Expectations of Student Teachers
BA Year 1	6 weeks <i>Monday 11th December - Friday 15th December 2023; Monday 8th January 2024 - Friday 9th February 2024</i>	Support Teacher Students work towards planning, teaching and evaluating 6-8 group activities and between 2-4 whole class or large group activities per week. Full participation in the life of the class and school.
BA Year 2	8 weeks <i>Part 1: Monday 13th November - Friday 8th December 2023</i> <i>Phonics day on Friday 12th January 2024 and Assessment Wednesdays on 20th & 27th March 2024</i> <i>Part 2: Monday 15th April - Friday 10th May 2024</i>	Sharing Teacher Students initially focus on observing and working with groups, as a support teacher, and build up to leading whole class/group lessons. Students work towards managing the class for 3.5 days in the final week as a sharing teacher, taking responsibility for the day-to-day management of the class and planning, teaching and assessing the children's learning. Students return to the school for one day in January 2024 to focus on Phonics, and two days in March 2024 to focus on assessment and to prepare for Part 2. There is no teaching expectation of the student on these three days.
BA Year 3	11 weeks <i>Monday 8th January - Thursday 28th March 2024</i>	Lead Teacher 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 5 until the end of the placement.
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.

Class Teacher Mentors

We request that you submit offers of placements where Student Teachers will be placed with willing and expert Class Teachers, who have appropriate experience and who will provide suitable mentoring. We require Class Teachers to have at least two years of experience before becoming a Class Teacher Mentor; Class Teacher Mentors cannot be an ECT1 or ECT2.

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.

Partnership Annual Review and Priorities for 2023/24

We use all the QA data from our placements over the academic year to inform our Partnerships and Placement Annual Review. In this review, we identified the following strengths of our partnership:

School mentors and students are making more robust **links to the taught course and Core Content Framework** in their reflective conversations, via use of the Reflective Questions and Subject Specific Guidance pages in the Requirements/Handbook.

Enhanced support for students on **EYFS** placements has meant students placed in Nursery and Reception have reported feeling prepared and supported for placement.

Improvement in the quality of student **Abyasa reflections** – particularly in terms of detail and specific examples of strategies or approaches they have introduced; references to the taught course; and specific examples of impact on pupil progress.

Successful introduction of **Subject Knowledge Tracker**, allowing students to monitor and evidence their developing subject knowledge, and further support links between experiences on placement and the taught course. This allows us to better understand their progress and additional support required.

Consistent **communication** with schools about the **quality and impact of school based training** via feedback following internal moderation; feedback during Roehampton Mentor visits; QA detail shared in mentor training and via communications and newsletters; Subject Advisory Panels; and Strategic Management Board.

Our **Primary Partnership Priorities** for 2023/24 are:

- Support student groups who are underachieving compared to their counterparts; this includes students from ethnic minority groups and students in the 45-54 age bracket.
- Continue to develop school mentor understanding of the taught course to further promote overall coherence across courses.
- Develop the quality of student teachers' subject specific weekly targets.
- Develop student teacher confidence in teaching PE, including to pupils with SEND.
- Continue to improve tracking of student teachers' subject knowledge, to better understand their progress and additional support required.

Geography: Curriculum Update

By Anthony Barlow, Principal Teaching Fellow

GeogLive! Free CPD sessions started the year with a trio of presentations supported by the Early years and Primary Committee of the Geographical Association. These support the teaching of geography with short presentations to support teachers plan and teach geography in EY through to KS2. There are now 16 hours of CPD available on [YouTube here](#).



Teaching Climate change

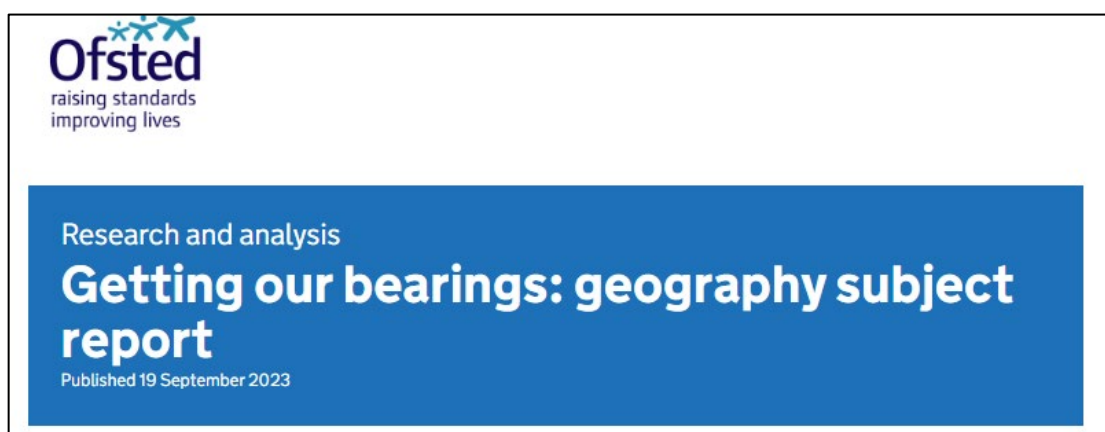


UCL have launched a complimentary online professional development module in history and geography which teachers can access in their own time. There is a short film, Looking to The Future: An Introduction to Climate Change and Sustainability in Schools. The units are supported by former tutor at Roehampton, Dr Tessa Willy who is now Deputy Programme Lead on the Primary PGCE at the IOE, UCL's Faculty for Education and Society.

<https://www.ucl.ac.uk/ioe/departments-and-centres/centres/centre-climate-change-and-sustainability-education/teaching-sustainable-futures>

Ofsted Geography Subject Report

The [Ofsted Geography Subject Report](#) has just been published and one of the key findings is that there is confusion in schools about the difference between areas of substantive knowledge such as climate change and key concepts. These four key concepts are commonly known as space, place, earth systems and environment and five organising concepts of time, scale, diversity, interconnection and interpretation. We work with our trainees here at Roehampton on this, but it is not easy. To engage with us on this, do send us an email on the below address.



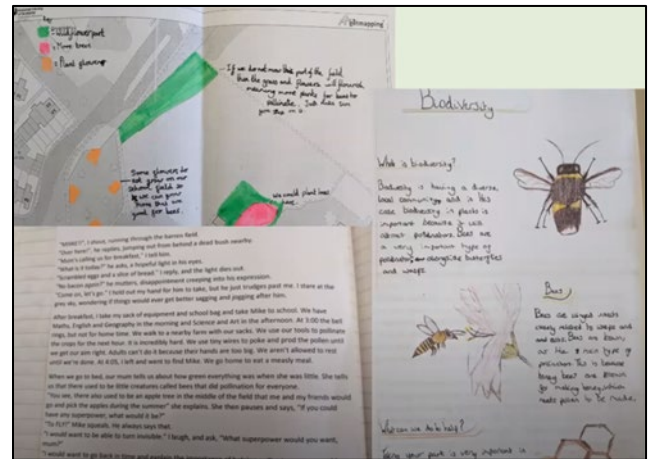
Fieldwork

The Ofsted report also says (again) that there is insufficient time spent on fieldwork in primary and it is “underdeveloped”. *“In most schools, leaders had done very little curriculum thinking about fieldwork. They had not decided what they wanted fieldwork to achieve and therefore could not plan for how best to achieve it. Fieldwork was rarely taught as part of the wider geography curriculum, and opportunities to carry out fieldwork either on the school site or at home were rarely taken.”* ([Ofsted:110, 2023](#))

This is something that is very important to tutors at Roehampton and we are helped by the grounds we have, the excellent school and third sector partnerships we have with local groups and with the nearby spaces in Southwest London. To discuss and work with us on these issues in future, do contact anthony.barlow@roehampton.ac.uk

You can get some help immediately by looking at the GeogLive sessions on fieldwork here:

- <https://www.youtube.com/watch?v=J6Os3UNHlao>
- <https://youtu.be/BzLb2hr9FjE?feature=shared&t=1039>



Y4 Local Area Fieldwork: Comparing Emotional Responses.

Fieldwork Question: What is my local area like?

The Y4 pupils visited two contrasting locations in the local area at the end of a unit of work on St Albans.

Equipment List

- Clipboard
- Pencil
- Maps of two contrasting locations
- Pencils

1. Are we on the same page?

Where do your pupils go for fieldwork?

Year Group	School Grounds	School Locality	Wider locality	Wider-UK	Overseas
N					
R					
1					
2					
3					
4					
5					

1. Carry out an audit of the local area (See Tanner 2020)
2. Audit where people go Year R – Y6 & discuss how it fits other work in the geography curriculum. Tweak exist fieldwork as appropriate.
3. Identify equipment? Techniques? Data? Purpose? Prep?

Effective instructional approaches to engage all learners in mathematics

In my previous article in the July 2023 edition of the newsletter, I considered the first three elements of effective and inclusive instructional design. The remaining aspects are considered in this article.

A summary of key instructional approaches is:

1. Coherence in the design of instructional sequences and lessons
2. The importance of connections to, and assessment of, prior learning;
3. Introduction to new learning that considers how to engage pupils in meaning making, as well as scaffolding the learning through a focus on use of representations and developing pupils' talk and use of mathematical language;
4. Opportunities for review and practice;
5. Formative assessment of the learning that includes identification of individual misconceptions and difficulties; and,
6. Extending and deepening learning through mathematical thinking.

Practice and Review

Practice is not about providing detailed step-by-step instructions that need to be followed by rote. Repetition is essential to storing information, since every attempt to retrieve re activates neural pathways (Karpicker, Blunt and Smith, 2016), however, it is the quality of the repetition that is key.

Pashler et al (2007) found that moving back and forth between attempting problems on their own, and following worked examples in which solutions are provided, supports pupils' learning. The combination of struggle, and then thinking through problems that have already been solved, has been demonstrated to support students in internalising concepts and procedures.

Reduced support through modelling an 'I do' (teacher led), 'we do' (teacher and pupil), 'you do' (pupil) approach, also enhances pupils' ability to recall and embed learning (Grant et al., 2012). Reviewing learning and daily review of facts, errors and vocabulary support memorisation and are an important feature of effective instruction (Rosenshine, 2012).

Repeated sessions, spaced out over time, are supportive to recall. However, rather than offering repetitive exercises (Schoenfeld, 2016), it is more effective to use interleaving practice where pupils are set different kinds of problems with mixed levels of challenge (Karpicker et al., 2016) to develop thinking and embed ideas.

Practice questions that require students to think conceptually and stimulate connections, through procedural variation, lead to opportunities for thinking and pattern spotting. Carefully thought through examples in which there is some regularity despite some things changing are examples of procedural variation in questioning (NCETM; Askew, 2015).

Figure 1: An Example of practice through procedural variation

$$7 + 5 = ?$$

$$17 + 5 = ?$$

$$27 + 5 = ?$$

$$57 + 5 = ?$$

Strings of questions (such as those provided in Figure 1 above) highlight essential and non-essential features (Gu, Huang and Marton, 2004) so that there is an aspect of variance, alongside an aspect of constancy, support pupils in noticing relations and build conceptual understanding.

Rich questioning alongside such practice supports formative assessment whilst providing children with opportunities to refine ideas (Schoenfeld, 2018).

The Learning Focus and Formative Assessment

Bloom (1971) recognised the significance of clarity in what teachers want children to learn and the consideration of what it will look like when they have learnt it. Formative assessment is only valuable when there is clarity regarding the mathematical focus of the lesson.

Yang and Ricks (2012) highlight the use of the 'Three-Point framework' by Chinese teachers in examining key events during lessons: the key point refers to the intended learning; the difficult point refers to the obstacles students might face; and the critical point refers to the teaching that supports pupils in overcoming the difficult point. It is important that teachers anticipate misconceptions and plan for these as well as monitor students' understanding during the learning process (Schoenfeld, 2016). Knowing typical misconceptions and understanding typical patterns of reasoning can help teachers prepare lessons and shape instruction (Schoenfeld, 2018). When teaching, teachers should notice and adapt planning as a result of pupils' difficulties.

Deepening Learning - Mathematical Thinking

We are more likely to remember and embed learning when we make sense of mathematics through enquiry and discovery (Su, 2020). However, Willingham (2003) argues that some teacher direction, through questioning, is needed to help students make sense of mathematics. Teacher questioning that encourages pupils to notice regularity or irregularity encourages pattern spotting that is vital to mathematical thinking (Borthwick, Gifford and Thouless, 2021). Exploring examples and non-examples also deepens conceptual understanding and reasoning (Askew and Wiliam, 1995). Teachers might also pose how and why questions and allow time for pupils to develop their responses (William, 2011) to foster conceptual understanding. For example, there is value in asking pupils why we multiply the length by the width to find the area of rectilinear shapes. Such open questions foster investigation, reflection and discussion, thereby increasing motivation and deepening understanding. Making deliberate mistakes to create controversy; asking whether statements are true or false; using prompts that ask pupils to look at what's the same and what's different (Askew and Hodgen, 2007) all develop critical thinking and strengthen understanding.

Rich tasks provide opportunities for pupils to investigate and interrogate big ideas whilst using their declarative and procedural knowledge (Askew, 2015). A focus on developing pupils' skills in problem solving is widely seen as key to extending understanding of mathematical concepts and generating 'productive intellectual challenge' (Schoenfeld, 2014, p.6), whilst fostering connections (Mason, Burton and Stacey, 2010). The ability to use and apply mathematical knowledge to other areas, to think critically, and to solve problems is clearly key to deepening and extending learning (Goodwin et al., 2020).

Watson (2021) contends that maths becomes a creative endeavour when the focus is on problem solving. Opportunities for personal interpretation provide an element of choice and serve to deepen learning (Goodwin et al., 2020); connections can be made between different approaches (Schoenfeld, 2018) that support pupils in refining their own approaches. The derivation of multiple strategies fosters an ethos that

moves away from a focus on answers and onto a focus on the act of doing mathematics through investigation and conjecture. Opportunities to make conjectures, to explain ideas, and develop one another's thinking through collaborative engagement, supports development of a positive disposition towards the subject; pupils are intrinsically motivated as a result (Goodwin et al., 2020). Pupils develop productive mathematical habits of mind and their mathematical identity improves (Cobb et al., 1997) as they become 'doers of mathematics' (Schoenfeld, 2018, p.5). The process of solving mathematical problems, therefore, is valuable as it essentially encompasses the notion of mathematical thinking, in addition to providing opportunities to apply understanding of concepts. Whilst also adding value and meaning to what it means to learn in mathematics, key skills such as resilience, perseverance and creativity (Su, 2020) are also developed through rich and investigative tasks. Mathematics, as a subject, has utility in developing problem-solving skills for life (Popkewitz, 2004).

If you would like to know more about any of the instructional approaches mentioned in this article please look out for our next mathematics subject advisory session or send me an email and I can add you to my mailing list: lorraine.hartley@roehampton.ac.uk.

Welcome to our new BA1s!



A photo of our new BA1 cohort, in one of their welcome sessions this September. They very much look forward to starting their placements in school later this term!

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.

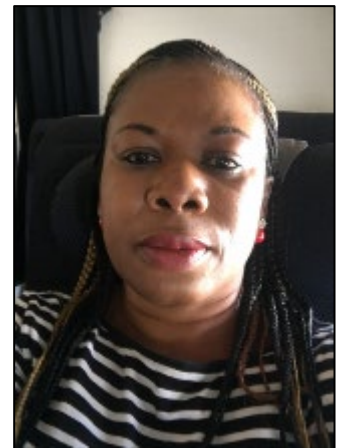
Subject: Computing

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)

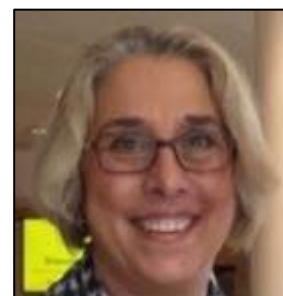
Subject: Design and Technology

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

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/>

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