

**Primary Schools Partnership  
February Newsletter**



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25

## A message from our Deputy Dean

Dear colleagues,

Wishing you all the very best as we head into spring.

I am sure you will be aware of the joint DfE and Ofsted consultations on proposed reforms to the inspection frameworks.

- DfE and Ofsted have both launched consultations in relation to school accountability, inspection and intervention. The two consultations are designed to complement each other. Ofsted's consultation outlines its planned approach to inspection, and what it proposes to publish in a report card (including for ITT inspections). DfE's consultation looks at the wider approach to school accountability and intervention.
- The consultations are live from Monday 3 February to Friday 28 April 2025. We would encourage respondents to look carefully at both consultations.

As well as the proposed changes to school inspections they are also consulting on changes to the ITE inspection framework with similar changes to both such as report cards and a 5-point grading system which covers leadership and inclusion with a big focus on SEND. The toolkits also look similar, and these appear to be essentially inspection criteria for us all to get our heads around before inspectors arrive.

Interestingly the school inspection toolkit has a line for those schools deemed as secure that says - *Leaders engage with initial teacher training, the early career framework and national professional qualifications to provide a coherent development pathway for all staff.* This involvement has not been mandated before, and it is not clear what this engagement will look like. What we do know for our partner schools who take students on placement, is that this will be a significant tick, with all the work you do with our students to turn them into well-trained and supported new teachers.

Please see the links below to the consultation documents.

Ofsted's consultation (includes consultation on the draft ITE toolkit): [Improving the way Ofsted inspects education - GOV.UK](#)

DfE's consultation (focused on school accountability): [School accountability reform - GOV.UK](#)

Best Wishes,

**Matt Sossick**

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

## In this issue

We welcome Philippa Velija, our Interim Dean to the school of Education, read more from Philippa in the newsletter below. We have two articles from colleagues who presented sessions at our work summit last month, Dr Rachel Chan (School of Health and Life Sciences) has kindly shared her blog post on Active Learning and Inclusive Teaching and Rabail Tahir from the School of Arts



(Computing) has written an article for us based on Fostering Inclusivity through identity safety cues. Susie Townsend continues her theme of chronology but in this part 2, considers how to view history vertically as an archaeologist for example, might explore this concept. Miles Berry shares the good and bad of generative AI for academic writing and Anthony Barlow, Rachael Butcher and myself share some thoughts from a recent geography conference. Please also see the snippet on a new internship programme for teaching assistants – if your school can help do contact Matt Sossick.

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## Our new Interim Dean for the School of Education: Philippa Velija

*Dear Colleagues, my name is Philippa Velija, and I am delighted to say that I have started as Interim Dean for the School of Education. I have been at University of Roehampton for two years in the School of Arts, Humanities and Social Sciences, so the move across campus was an easy one to make and I have been made to feel very welcome in Frobel.*



*I have spent my first month meeting colleagues and students and it has been exciting to hear about the courses and partnerships in the school. As a leader I am committed to colleagues, students and partners who I know work hard to train future teachers, and I am excited to lead the school at this time when the programmes and partners are in such a strong place.*

*A little bit about me, I am a sociologist who with an interest in social justice and equity. I have two active research interests in gender and equity and understanding the growth of commercial pre-school enrichment on equality in the under-fives. Prior to joining the University of Roehampton, I was Head of School of Social Sciences and Education at Solent University where we had a number of school-based partners, and we had a successful school sport partnership that worked with primary schools across the city of Southampton.*

*I just want to say many thanks for all the work you do in supporting our students and look forward to meeting you at future events,*

*Kind regards*

*Philippa*

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## Claim funding for mentor training from the DfE

<https://claim-funding-for-mentor-training.education.gov.uk/>

Schools can use this service to make a claim for the time spent becoming a mentor for BA1, PG Core, Lead Partner and Apprentice student teachers. Schools cannot claim for mentor training completed for BA2 or BA3 students.

Schools can register now via the above link, and they will then be emailed reminders of claim opening dates and deadlines. Schools will then be able to submit claims from May 2025.

Queries on using the service can be addressed to: [ittmentor.funding@education.gov.uk](mailto:ittmentor.funding@education.gov.uk)

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## Teaching Assistant Internship Programme

The University is excited to announce a funded internship for prospective teachers looking to gain classroom experience.



The University has announced an opportunity for a student to work as an apprentice for 20 days. The University will pay the internee whilst they work for you. This provides an opportunity for a student who may be considering a career in teaching to gain valuable classroom experience. You would benefit from having a keen person working alongside a teacher in a classroom. The internee would start and finish in the summer term. Days and weeks can be negotiated. The internee will apply for a DBS once they have been successful. The candidate will also go through a rigorous recruitment process.

If you are interested in offering a role to an internee

please contact Matthew Sossick ([matthew.sossick@roehampton.ac.uk](mailto:matthew.sossick@roehampton.ac.uk)).

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## Dr Rachel Chan, Head of Physiotherapy, Associate Professor: Blog on Active and Inclusive Teaching

Rachel was appointed to the role of Head of Physiotherapy at the University of Roehampton in January 2023. Her clinical specialty is paediatric respiratory care, and she has worked in higher education for over 15 years. She is passionate about teaching and learning and is very committed to the student experience and student partnership. She has set up several initiatives at different Universities to support and encourage best practice in teaching and has, more recently, written several blogs that have focused on topics such as cultural competence and building self-efficacy and resilience in minority groups that have been disseminated via various platforms including internal University newsletters, Moodle, and Twitter. See her blog on active learning and inclusive teaching below. References for the article can be found [here](#).

FEBRUARY 2025, LTEU BLOG

# Active Learning and Inclusive Teaching;

*A Symbiotic Relationship?*



## DR. RACHEL CHAN

HEAD OF PHYSIOTHERAPY  
ASSOCIATE PROFESSOR

### Active Learning

I have always been a big advocate for active learning. Active learning has been on the map for years and is well supported in the literature. Multiple definitions exist for active learning, some are quite simple and describe students doing things and thinking about what they are doing (Bonwell and Eison, 1991), while others are more sophisticated stating that active learning involves activities with a focus on higher-order thinking (Theobald et al, 2020). Active learning is rooted in constructivist theory and encompasses a broad range of strategies e.g. peer learning, group work, flipped learning, field work and simulation. I frequently use active learning tools in my teaching, most commonly audience response systems, group work, case studies and think -pair share. Students have consistently provided feedback to suggest that they find this approach hugely valuable and enjoy the interaction it creates. Prince (2004) and Freeman et al (2014) explored active learning in STEM disciplines and are considered key papers within the field. Their work produced data showing that active learning improves exam scores and reduces failure rates when compared with traditional lecturing. While both papers focused on STEM subjects, there is evidence to suggest that active learning approaches are effective across disciplines (Ambrose et al., 2010; Bonwell and Eison, 1991).



## FEBRUARY 2025, LTEU BLOG



### **The Benefits of Active Learning:**

- Student outcomes.
- Engagement.
- Autonomy.
- Motivation.
- Critical thinking.
- Interpersonal skills.
- Social interactions.
- Wellbeing.

OK, active learning works. We got it!

### **Inclusive Teaching**

So, what is inclusive teaching? Interestingly, the concept of inclusive education is rather ambiguous in the field of educational research. That said, I think we can all agree that an inclusive approach has core values of equity and fairness; it focuses on removing barriers and creating content that is engaging for all students regardless of their background or level of ability.

### **Is There a Symbiotic Relationship?**

Now let's bring everything together and discuss whether we think active learning and inclusive teaching present a symbiotic relationship. I wager that most of us would say yes, and if we look at some of the research this would support our thinking:

- Active learning reduces the gender gap (Lorenzo et al., 2006).
- Active learning reduces the awarding gap (Casper et al., 2019; Haak et al., 2011; Theobald et al., 2019).
- Active learning increases cultural competence (Liang and Schartner., 2022; O'Fallon & Garcia., 2023).
- Social factors of active learning benefit international students (Marrone et al., 2018).

Great, case closed, or maybe not...

There is also evidence to suggest that some barriers to inclusivity are unique to, or exacerbated by, active learning strategies (Aguillon et al., 2020; Dounas-Frazer & Chini., 2019; Liang and Schartner., 2022; Nardo et al., 2022; Poort et al., 2020). These research papers explain how groupwork can be unwelcoming for minority groups and cause anxiety, how language can present as a barrier and impact communication within a group, how differing expectations can create an inequitable experience. Something else to highlight, is that for groupwork to be successful as an active learning strategy, all students need to engage in the process, but we know that group dynamics vary and for all students to feel confident and comfortable engaging, there needs to be trust. Trust takes times to develop and typically in HE, we ask students to work on a group project that lasts a few weeks. Trust is a strong positive predictor of engagement and other important factors known to impact engagement are selfefficacy and belonging. To consider another area where inequity may exist, flipped learning and asynchronous activities can create challenges for some students. Studies show that for low-income students and first generation students, asynchronous activities can be stressful for students who may have not have the same resources as others and will possibly have less available time due to carer commitments and / or part-time work, (Nardo et al, 2022).



## FEBRUARY 2025, LTEU BLOG



So, where do we go from here? What does the future of active learning look like? Well, we know that active learning has a strong evidence base and I, for one, will continue to use active learning tools in my teaching BUT having an awareness of any inequity these tools create and utilising strategies to overcome this is key.

### Mytop tops:

Start with belonging – strive to create an environment for your students where they feel they belong; smile, make eye contact, know your students' names, pronounce names correctly, respond to emails in a timely manner, create a connection and make sure your students feel important and valued. If you build a culture of belonging, this will support inclusivity for any active learning strategy that you include.

Next, think carefully about the active learning tools you want to use and consider how you can make sure they are also inclusive. Audience response systems are a great way of promoting active learning and engaging students in large cohorts, the time commitment is small, and the anonymity removes barriers to create equity. When asking students to complete groupwork, assign group roles e.g. recorder to write down notes, reporter to feed back and share the group responses, enforcer to make sure everyone's voice is heard, give clear instructions so that expectations are the same, and consider assigning the same groups for multiple activities to allow time for trust to be built. Finally, promote thoughtful participation. Described as a modified think -pair -share approach, thoughtful participation is a tool that can be used to facilitate answers that are more thoughtful. Asking students to write an answer / thought in response to a question, allows less confident students to develop their response before speaking (Johnson, 2019).



I will end with a quote that I feel is the perfect take home message ‘ **the benefits of active learning may not be equally shared among students if equitable teaching strategies are not considered and implemented** (Aguillon et al., 2020).

For more information, or to discuss any of this in more detail please feel free to contact me ([rachel.chan@roehampton.ac.uk](mailto:rachel.chan@roehampton.ac.uk))

## Fostering inclusivity through identity safety cues by Rabail Tahir, Lecturer of Computing, School of Arts (Computing)



Rabail Tahir is a Computing lecturer at the University of Roehampton, bringing nearly ten years of teaching experience across various educational levels. Rabail began her career at a convent school, where she taught both primary and secondary students while actively engaging in research. Her academic interests encompass computing education, curriculum development, and biotechnology, with a particular emphasis on protein structure libraries and predictive software.

When discussing how to foster inclusivity in the classroom, it is essential to understand identity safety cues. These are subtle techniques used in teaching to help students feel valued and acknowledged, which in turn can positively impact their educational outcomes. Such cues enable lecturers to create an environment where students feel secure in their identities.

One of the most important classroom rituals—and an effective identity safety cue—is knowing and pronouncing students' names correctly. This simple act is a social superpower that is often overlooked in higher education due to factors such as large cohorts, work pressure, and reliance on automated attendance systems using ID card scanners.

According to neuroscience, hearing one's name activates specific regions of the brain much like a Christmas tree lights up, connecting our inner selves to our physical surroundings and helping us remain aware and present in the moment<sup>1</sup>.

Techniques such as using name tents or asking students to introduce themselves with alliterative adjectives can help lecturers learn students' names. Although these practices foster positivity and harmony in the classroom, an instructor does not need to memorize every name religiously. Through subtle cues and effective classroom practices, an instructor who conveys genuine care for her students can inspire them to strive for their best.

A study titled "What's in a Name? The Importance of Students Perceiving That an Instructor Knows Their Names in a High-Enrollment Biology Classroom" investigated the significance of students believing that their instructor knew their names in a large undergraduate cohort<sup>2</sup>. The key findings were:

- **Perception vs. Reality:** In previous large biology classes, only 20% of students felt that instructors knew their names, whereas in the current course, 78% believed that an instructor knew their names. In reality, instructors knew 53% of student names.
- **Importance to Students:** A significant majority (85%) of students considered it important that instructors know their names.

<sup>1</sup> *Neuroscience Study on Name Recognition:* This research suggests that hearing one's name activates specific brain regions, fostering a connection between an individual's inner self and their physical environment.

<sup>2</sup> *Study on Instructor Name Recognition in Large Classes:* "What's in a Name? The Importance of Students Perceiving That an Instructor Knows Their Names in a High-Enrollment Biology Classroom" examines the impact of perceived name recognition on student engagement, sense of belonging, and overall classroom dynamics.



- **Reasons for Importance:** Students identified nine reasons for valuing name recognition, including feeling valued, increased engagement, and a sense of belonging.
- **Name Tents as a Tool:** Instructors used name tents to address students by name. Interestingly, even when instructors did not actually remember all names, the use of name tents alone enhanced students' perception of being known.

These findings suggest that in large classroom settings, simple techniques such as using name tents can make students feel recognized and valued, potentially enhancing their engagement and sense of belonging. This positive perception can be achieved even if instructors do not memorize every student's name, highlighting an effective approach to fostering inclusivity in high-enrolment courses or large cohorts.

I once asked my 7-year-old how she felt when any teacher at her school knew her name, and her answer was sweet and simple: "Happy!" So, why do older students in undergraduate programs consider it important for a lecturer to know their names? According to the study, they listed the following reasons:

- **Feeling Valued:** Students feel recognized as individuals, enhancing their sense of importance and worth.
- **Encouraging Engagement:** Being addressed by their name motivates students to participate more actively in class and share their thoughts and feelings.
- **Sense of Belonging:** Knowing their names fosters a sense of community and inclusion within the classroom.
- **Improved Communication:** A personal connection through name recognition makes students more comfortable asking questions and seeking help.
- **Increased Accountability:** Students feel more responsible for attending class and performing well when their presence is acknowledged.
- **Enhanced Trust:** Addressing students by name builds trust and rapport between students and the instructor.
- **Personalized Learning Experience:** Knowing names enables instructors to tailor feedback and interactions, making the learning experience feel more personalized.
- **Positive Learning Environment:** Acknowledging students creates a welcoming and respectful atmosphere.
- **Memorability:** Students believe that instructors who know their names make the class experience more impactful and memorable.

When it becomes challenging to remember every name, several simple yet effective strategies can help teachers and lecturers foster inclusivity:

1. **Using Name Tents:** These provide a visual cue that helps both the instructor and students remember names.
2. **Directly Addressing Students by Name:** Personal interaction reinforces recognition.

3. **Engaging in One-on-One Interactions:** Brief individual conversations during class can aid in name retention.
4. **Acknowledging Positive Contributions:** Recognizing students when they do something positive reinforces their identity and presence in the classroom.
5. **Repeating Names:** Repetition can aid memory and signal genuine interest.
6. **Providing Personalized Feedback:** Tailoring feedback using students' names creates a more intimate learning experience.
7. **Paying Attention to In-the-Moment Details:** Observing and responding to students' unique contributions further personalizes interactions.

In addition, it is important to continually refine the curriculum to address cultural and social biases by incorporating examples and materials that represent diversity. Providing students with anonymous ways to offer feedback is also an important component of an inclusive educational system at every level.

Identity safety cues are fundamental to creating a thriving educational environment—one that empowers students to express their authentic selves, engage deeply with their learning, and achieve their full potential.

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## Terminator or Baymax? The good and bad of generative AI for academic writing by Miles Berry

The role of artificial intelligence (AI) in education research is evolving rapidly, bringing both opportunities and challenges. AI's potential to support learning, streamline research, and reduce workload is immense, but so too are the ethical and practical questions it raises. As educators, researchers, and policymakers navigate this shifting landscape, it's crucial to maintain a balanced perspective - leveraging AI's strengths while ensuring academic integrity and critical engagement remain at the heart of learning.

### The Promise of AI in Academia

AI driven tools are reshaping the way researchers and students engage with information. Large language models, such as ChatGPT and Deep Seek, can summarise complex academic papers, provide structured responses to queries, and even simulate discussions with subject-matter experts. These tools are not just about convenience; they offer a democratisation of access to knowledge. Traditionally, institutions like Oxford and Cambridge have provided tutorial-style education—one-on-one, Socratic dialogue that fosters deep understanding. AI presents an opportunity to extend this model beyond elite institutions, offering personalised learning support at scale.

For researchers, AI can streamline thematic analysis, enhance literature reviews, and generate alternative perspectives on data interpretation. Many have already incorporated AI into their workflow for brainstorming, summarising sources, and refining their writing. This does not replace critical thinking but rather augments the research process, allowing scholars to focus on higher-order analytical tasks.



One of AI's most promising applications is in supporting the writing process. Students often struggle with the daunting blank page, but AI can serve as an interactive thinking partner, helping them structure arguments and refine their prose. A well-designed prompt—providing AI with clear context, structure, and expectations—can yield responses that serve as a strong starting point for further refinement.

However, there is a fine line between support and dependency. If AI rewrites a student's ideas to the point where it is no longer recognisably their own work, where does authorship lie? Encouraging students to use AI responsibly means fostering a mindset where they see it as a tool for improvement rather than a substitute for their own intellectual engagement.

### Challenges and Ethical Considerations

Despite its benefits, AI presents significant risks. One of the most pressing concerns is academic misconduct. The temptation to use AI for generating interview transcripts or fabricating survey data is real, but such practices violate fundamental research ethics. The issue of "hallucination," where AI generates plausible-sounding but entirely fictitious citations and references, further complicates matters. Researchers and students alike must remain vigilant, verifying AI-generated content rather than accepting it at face value, as indeed they should with any content!

Another ethical dilemma lies in the potential for AI to reshape assessment. Could AI fairly evaluate students' work, accounting for nuances of argument and originality? While AI-driven grading is under discussion, the consensus remains that final assessments must involve human oversight. Automated feedback can help students refine their work, but decisions that impact academic progression should not be left solely to machines.

The environmental impact of AI is another growing concern. Training and running AI models require significant computational resources, consuming large amounts of energy. While querying AI is far less resource-intensive than training it, the broader implications of integrating AI into every aspect of research and education should be carefully considered.

### The Future of AI in Education

Governments and institutions are beginning to formalise their approach to AI in education. The UK's Department for Education recognises AI's potential to reduce teacher workload and support personalised learning, though concerns remain about data privacy and the quality of AI-generated content. Meanwhile, regulatory frameworks like the EU AI Act are setting parameters for the ethical deployment of AI in high-stakes assessments.

As AI continues to evolve, the challenge for educators and researchers is not to resist it but to guide its integration thoughtfully. AI should enhance human intelligence, not replace it. The best educational experiences will remain those that encourage curiosity, dialogue, and rigorous intellectual engagement. AI is a powerful tool, but it is our critical use of it that will determine its true value in academia.

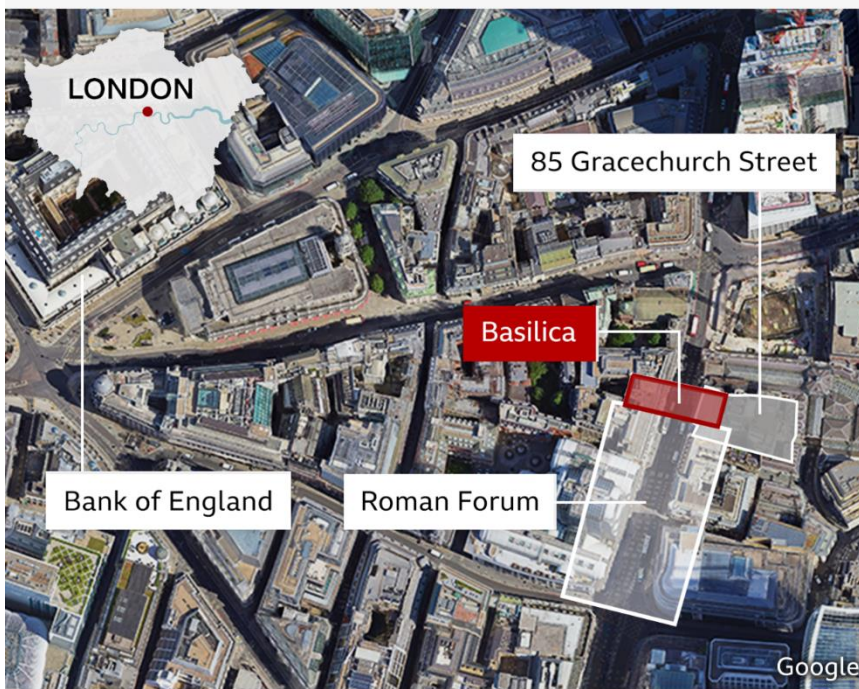
*Based on [my talk](#) at Roehampton's School of Education MA/PGR Writing Workshop, 1 Feb 2025.*



## Going Down the Layers of Chronology by Susie Townsend, Senior Lecturer and Subject Lead for History

My last article was on the use of learning outside the classroom and how that might help children understand chronological timelines in History. This article continues the theme of chronology but considers how to view history vertically as an archaeologist might explore this concept. Both of these trips for my Year 2 History specialist group were to prepare them for their Intensive Training and Practice (ITAP) where they would be teaching a class and using a range of teaching strategies to develop children's chronological understanding.

### Location of London's first Basilica and Forum



Source: Museum of London Archaeology



The focus of this visit was the City of London, the original site of Roman Londinium; so much of what might be being taught about in school can be experienced first-hand in a visit and even better everything is free!

The recent discovery of the remains of Londinium's basilica six metres below Gracechurch Street highlights the archaeological treasure trove beneath the steel and glass of the 21<sup>st</sup> Century City of London. These remains will be included in the basement of the new building that is being built and will be open to the public but there are already a number of other Roman sites that can be viewed.

Just by Bank underground station a small street Walbrook gives a clue about what lies below the surface. The Walbrook, like the Fleet is one of London's hidden rivers; this river divided the Roman city of London down the middle and provided fresh water to the inhabitants but later became built over and then forgotten. Excavations of the river revealed that it had become a Roman rubbish tip and fascinating finds were discovered, from leather sandals to delicate jewellery and domestic pots.



Water sculpture at Walbrook Street.



In 1954 an archaeological dig discovered the remains of a Roman temple dedicated to the God Mithras, the bull. As with the basilica it has been integrated into the basement of the new building on the site, the Bloomberg building where they have created a free sensory experience for visitors. Some of the remains from Walbrook are also on display.

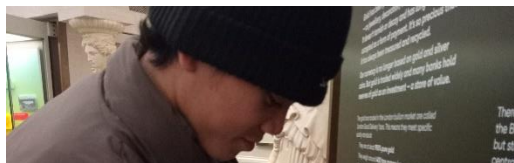
A five-minute walk can take you along Roman Watling Street, up past the London Stone (Dated from Roman times) to the Guildhall. Under the square are the remains of the Roman amphitheatre which you can access via at the art gallery (which has a fantastic map of pre 1666 London.) Another five-minute walk and you can stand by some of the remains of the Roman city walls and the Roman fort.

Visitors to the archaeological dig in Walbrook Street in 1954

But it is not just Roman London that can be explored. In the next two hours we traced the story of London through Medieval times and Tudor times to the Great Fire of London 1666, the rebuilding under Christopher Wren and the explosion of London in Georgian times as a centre for trade and commerce.

We followed the thread of crime and punishment from Smithfield Market where William Wallace was executed, and later protestants burnt at the stake to the Old Bailey and the execution bell.

And, of course, we saw the churches, destroyed by the Great Fire, rebuilt by Christopher Wren and then destroyed by the Blitz in 1940. There is even one church that has ended up being bought and rebuilt in America as a memorial to Churchill!



Matt trying to pick up a real gold ingot in the Bank of England museum



Beside the artefacts from the Walbrook River

Surrounded by skyscrapers the City still reveals its history through its buildings, monuments and even in the Roman and Medieval layout of its roads and alleyways.

Continuity and change, opportunities to explore key themes, such as trade, war, technology, science are all present

in a visit to the City and we discussed how we could bring the learning back into the classroom over a pint in the Meat and Cleaver pub!

Free sites to visit

- Mithras Temple – book online for free tickets and times
- Roman Baths – limited openings
- Guildhall Art gallery
- Bank of England Museum
- St Bartholemew Hospital’s Museum (reopening later in the year)
- Museum of London (reopening in its new home – Smithfield Market in 2026)





## Geography Teacher Educator's Conference – January 2025



This year's Geography Teacher Educator's Conference was held at St. Mary's University in Twickenham. We had a full house of Roehampton Geography staff attending, Anthony Barlow, Programme Leader, BA Primary Education QTS, Emily Rotchell, Senior Lecturer Primary ITE and Rachael Butcher, Senior Lecturer (ITT - PGCE Secondary Geography) and Lead mentor for Geography and Physical Education

Some key take aways for our Primary Teaching Colleagues from the conference for Emily included;

- The importance of engaging with farming through geographical education by Alison Brown. Farms can be part of the Countryside Educational Accreditation Scheme – known as CEVAS accredited for school
- The importance of understanding about sustainability and climate change within schools by Kit-Marie Rackley' and the Team of Climate Ambassadors

[https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/9317e6ed-6c80-4eb9-be6d-](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/9317e6ed-6c80-4eb9-be6d-3fcb1f232f3a#action-area-1-climate-education)

[3fcb1f232f3a#action-area-1-climate-education](https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/9317e6ed-6c80-4eb9-be6d-3fcb1f232f3a#action-area-1-climate-education). Matching volunteer climate experts with education settings to develop climate action plans <https://climateambassadors.org.uk/>

- Anthony Barlow's ways to engage teachers and pupils in the local area of their school (see below).
- Alan Parkinson's talk on his school's creation of a unit of work for upper KS2 using the book *Orbital* by Samantha

Please see some snippets from Anthony's presentation below;

[Ofsted reported in 2023](#) that "children's opportunities to learn and develop their fieldwork skills are still lacking at both primary and secondary level. This extends beyond the challenges that

were presented by the COVID-19 pandemic. In primary schools, fieldwork is often conflated with field trips. Pupils may go out of school on a visit, but they are rarely learning how to collect, present and analyse geographical fieldwork when they do so."

### So Why is planning locality teaching in geography difficult?

- **Selecting case studies.**  
*What is being built? Debated? Local controversies?*
- **What is this area's story?**  
*Whose stories are we telling? Representation? Misconceptions and stereotypes?*
- **Understanding boundaries, borders.**  
*Where is our local area – where does it start and stop? Are there/ have there been constraints on settlement growth?*
- **Human & physical geography of the locality.**  
*What's the impact of barriers: rivers, coasts, mountains, canal, rail, motorways?*
- **Do teachers have a dynamic sense of moving/ settling?**  
*Jobs, socio-economic changes? ONS data? What impact have local jobs on learner perspectives? <https://explore-local-statistics.beta.ons.gov.uk/>*

#### Always start with a map What do you...

see, study, stare at, spot, survey, where would you snoop?, search, scan, suppose, scrutinise, suggest...?

- What is the place like?
- Why is this place as it is?
- How is this place connected to other places?
- How is this place changing?
- How would it feel to live in this place?'  
(Storm, 1989, p. 4).
- Where is this place (in relation to others)?

#### What does make a difference?

- **Role of Geography Subject Leader (SL):** enthusiasm, clarity of role, passionate. Successful SLs are well-informed, supported by senior management, [funded] and have a clear vision and policy for geography.
- **Have Specialist knowledge:** Moderators emphasized using *correct* terminology.
- **Professional Development occurs:** Reviewing, revising, and promoting the geography curriculum. What's the vision?
- **Primary Geography Quality Mark approach:** significant benefits – provides a focus, gathers evidence.
- **Leadership and Development:** crucial, supports enhancing geography narratives, addressing 'single story' limitations, develops community links.

Rachael said, "This was the first time I have attended the GTE and instantly regretted missing previous meets. I attended the Saturday and the highlight for me was being in the presence and listening to the authors I have been using throughout my career, in particular Margaret Roberts (also seen in our photograph).

The sessions on the day were varied and I enjoyed them all, but I have to admit my favourite was Alison Brown's talk on farming. It made me question why this is not a topic on our curriculum, not purely for the subject content but also the range of opportunities the topic provides in making pupils good geographers, field work, problem solving and critical thinking to name a few.

And I came away with a new read, Not the End of the World by Hannah Ritchie, (recommended by Alex Standish). I am conscious of our role in ensuring that we do not add to the 'eco-anxiety' that exists in children and this book may provide ideas that I can use with the next generation of teachers.

Anthony Barlow, Rachael Butcher and Emily Rotchell

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## Reminder: The Froebel Trust 'Inspiring Early Learning' Conference

The Froebel Trust 'Inspiring Early Learning' Conference in Sheffield on Saturday, 29<sup>th</sup> March 2025 is a day of practical workshops and informative talks. This event is designed for everyone who works with young children, including educators, students, lecturers, and tutors in early childhood and primary education.

### Event Details:

**Date:** Saturday, 29<sup>th</sup> March 2025

**Time:** 9:00 AM - 4:00 PM

**Location:** Sheffield Hallam University, Charles Street Building, 133 Charles Street, Sheffield City Centre, S1 2ND

**Tickets:** £55 per person (includes refreshments, lunch, delegate pack, and choice of two workshops)

Please use this link for more information <https://www.froebel.org.uk/events/sheffield-2025>

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## Subject Advisory Panels:

### Dates for your Diary

All panels will be online. Please register your attendance here:

<https://forms.office.com/e/2JFQCWqr6x>. Online meetings links to access the sessions are in the table below. All meetings are 4-5pm unless otherwise stated. Please see meetings from March onwards below.

Subject	Date and time	Online Meeting link
Art and Design	Tuesday 29 <sup>th</sup> April 2025	<a href="#">Join the meeting now</a> Meeting ID: 353 070 315 078 Passcode: m2kQLq
Computing	Thursday 27 <sup>th</sup> March 2025	<a href="#">Join the meeting now</a> Meeting ID: 329 615 880 050 Passcode: CJTq7U

Design and Technology	Wednesday 26 <sup>th</sup> March 2025	<a href="#">Join the meeting now</a> Meeting ID: 375 879 764 175 Passcode: fC5vTv
English	Wednesday 12 <sup>th</sup> March 2025	<a href="#">Join the meeting now</a> Meeting ID: 326 433 401 035 Passcode: wLEaYm
Geography	Wednesday 26 <sup>th</sup> March 2025	<a href="#">Join the meeting now</a> Meeting ID: 388 688 757 065 Passcode: pFVp7g
Physical Education	Wednesday 5 <sup>th</sup> March 2025	<a href="#">Join the meeting now</a> Meeting ID: 311 912 718 803 Passcode: sMm2fC
PSHE	Wednesday 23 <sup>rd</sup> April 2025	<a href="#">Join the meeting now</a> Meeting ID: 325 504 329 285 Passcode: jMBWjs
Science	Wednesday 5 <sup>th</sup> March 2025 16.00-17.00	<a href="#">Join the meeting now</a> Meeting ID: 388 787 607 761 Passcode: zdzxB4

## Subject CPD for Mentors 2025

You are warmly invited to our subject CPD sessions, run by our Subject Leads at Roehampton. The focus will be best practice in mentoring and observing in the subject across all primary phases, and current research/developments within the subject area. Sessions will be for 1 hour, online. For remaining sessions from March onwards see below.

Please register your attendance here: <https://forms.office.com/e/u4C0Bh5Gj4>. Online meeting links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
English	Anna Harrison, Kerenza Ghosh and Steph Laird <a href="mailto:anna.harrison@roehampton.ac.uk">anna.harrison@roehampton.ac.uk</a> <a href="mailto:K.Ghosh@roehampton.ac.uk">K.Ghosh@roehampton.ac.uk</a> <a href="mailto:s.laird@roehampton.ac.uk">s.laird@roehampton.ac.uk</a>	Wednesday 11 <sup>th</sup> June 2025 16.00-17.00	<a href="#">Join the meeting now</a> Meeting ID: 354 374 323 228 Passcode: 8eK5dB

	<a href="#">k</a>		
History	Susie Townsend <a href="mailto:susan.townsend@roehampton.ac.uk">susan.townsend@roehampton.ac.uk</a>	Tuesday 4 <sup>th</sup> March 2025 16.00-17.00	<a href="#">Join the meeting now</a> Meeting ID: 371 433 859 020 Passcode: ZTKL9W
Maths	Lorraine Hartley <a href="mailto:lorraine.hartley@roehampton.ac.uk">lorraine.hartley@roehampton.ac.uk</a>	Tuesday 11th March 2025 16.00-17.00	<a href="#">Join the meeting now</a> Meeting ID: 371 433 859 020 Passcode: ZTKL9W
PE	Emerick Kaitell <a href="mailto:e.kaitell@roehampton.ac.uk">e.kaitell@roehampton.ac.uk</a>	Wednesday 26th March 2025 16.00-17.00	<a href="#">Join the meeting now</a> Meeting ID: 349 293 511 188 Passcode: gwUQms

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## 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](mailto:baprimary@roehampton.ac.uk) and [pgprimary@roehampton.ac.uk](mailto:pgprimary@roehampton.ac.uk), and we will share these with our current students and graduates from last academic year.

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# Could you be the education professional who makes a difference in the lives of young people in Croydon?

Past, current or new teacher?  
Interested in teaching as a profession?  
Considering a career in education?  
Croydon settings will be hosting its  
Recruitment Fair on:

**Teach**  
**in CROYDON**  
[www.croydoneducationjobs.org](http://www.croydoneducationjobs.org)

**Saturday 8 March 2025**

London South Bank University  
3 Wellesley Road, Croydon, CRO 2AG  
5 minute walk from East Croydon station



Free to attend

Representatives from Croydon's educational sectors\* available to discuss your current and future teaching opportunities.

\*training providers, housing providers, academies, colleges, special, primary and secondary schools, early years providers, professional associations

To book:

[e teacher.recruitment@croydon.gov.uk](mailto:teacher.recruitment@croydon.gov.uk)

[W www.croydoneducationjobs.org](http://www.croydoneducationjobs.org)



## Our Primary Subject Leads



**Subject:** Geography

**Subject Lead Name:** Anthony Barlow

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

**Telephone:** 0208 392 3386

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

**Subject:** Computing

**Subject Lead Name:** Lynda Chinaka

**Email:** [Lynda.chinaka@roehampton.ac.uk](mailto: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](mailto:anna.harrison@roehampton.ac.uk)

**Telephone:** 020 8392 3017

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

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

**Subject:** English (PG/SD)

**Subject Lead Name:** Steph Laird

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

**Telephone:** 020 8392 3076

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

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



**Subject:** History

**Subject Lead Name:** Susie Townsend

**Email:** [susan.townsend@roehampton.ac.uk](mailto:susan.townsend@roehampton.ac.uk)

**Telephone:** 020 8392 3369

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

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

**Subject:** Maths

**Subject Lead Name:** Lorraine Hartley

**Email:** [lorraine.hartley@roehampton.ac.uk](mailto:lorraine.hartley@roehampton.ac.uk)

**Telephone:** 020 8392 3365

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

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



**Subject:** Art and Design

**Subject Lead Name:** Susan Ogier

**Email:** [s.ogier@roehampton.ac.uk](mailto: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](mailto:s.miles-pearson@roehampton.ac.uk)

**Telephone:** 0208 392 5781

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



**Subject:** Science

**Subject Lead Name:** Dr Nicola Treby

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

**Telephone:** 020 8392 3263

**Key subject/research interests:** 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/>

**School Partnerships Team**

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

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

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

**Head of Partnerships / Mentor Training Lead:** Natalie Rankin

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

**BA (Undergraduate) Programme Convener Primary Education:** Anthony Barlow

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

**PGCE (Postgraduate) Programme Convener Primary Education:** Steph Laird

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