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<td>8287 NEW</td>
<td>Student Webinar: Bridging the gap from GCSE to A-level Chemistry</td>
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| Biographies | 15 |

Call **01625 532974** or book online at [keynoteeducational.co.uk](http://keynoteeducational.co.uk)
# HOW TO LEAD AN OUTSTANDING KEY STAGE 5 SCIENCE DEPARTMENT

**CODE:** 7628

**ABOUT THIS COURSE**
The brand new course is designed for all Heads of Science in Sixth Forms and post-16 institutions, looking to enhance standards, make changes, build further into outstanding. 

Examining the responsibilities and characteristics of effective leaders and introducing a wide range of strategies to effectively manage and improve curriculum planning ensuring all students needs are met. The course will look at both the strategic and people management aspects of the role. We will cover strategies to identify and address areas of weakness, introducing new practices to drive up progression and achievement, and carrying out management responsibilities whilst inspiring and motivating your team.

Although the course is designed for sixth form and other 16 – 18 sectors, the practical advice, guidance, and methods are applicable to all Heads of Science, and all those looking to move into the role.

This wide-ranging course has been designed to prepare you for your new responsibilities. Tone up your leadership skills, strengthen your curriculum planning and learn how to build the foundations of an outstanding department.

## PROGRAMME

### Using effective techniques to drive improvement

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
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<tbody>
<tr>
<td>10.00 – 10.45am</td>
<td>Understanding the importance of key documents including those for inspection.</td>
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<tr>
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<td>Utilising a range of reports and key documents to conduct a department evaluation, identify areas of weakness and drive improvement.</td>
</tr>
<tr>
<td></td>
<td>Utilising student voice and complaints – how to encourage, assess and respond</td>
</tr>
<tr>
<td></td>
<td>Recognising causes of weakness</td>
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</tbody>
</table>

Discussion: coffee break 10.45 – 11.05am

### Leading outstanding Teaching and Learning

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.05 – 12.30pm</td>
<td>Implementing effective strategies to ensure a consistent and effective experience for all learners in light of recent curriculum changes.</td>
</tr>
<tr>
<td></td>
<td>Understanding when to be restrictive and when to allow creative autonomy</td>
</tr>
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<td></td>
<td>The importance of high expectations and discipline</td>
</tr>
<tr>
<td></td>
<td>Utilising a range of monitoring tools to track performance, recognise underachievement and motivate learners in order that they meet the needs of the new curriculum.</td>
</tr>
<tr>
<td></td>
<td>Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college</td>
</tr>
</tbody>
</table>

Lunch and informal discussion 12.30 – 1.30pm

### Staff Development: How to support and develop your staff

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.30 – 3.00pm</td>
<td>Understanding the role of middle leaders and the characteristics of good leadership</td>
</tr>
<tr>
<td></td>
<td>How to run effective meetings, appraisals and observations</td>
</tr>
<tr>
<td></td>
<td>How to introduce change: reducing resistance and addressing concerns</td>
</tr>
<tr>
<td></td>
<td>Strategies to deal with difficult situations, underperformance and a range of personalities</td>
</tr>
<tr>
<td></td>
<td>Supporting the professional development of your team</td>
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</tbody>
</table>

Discussion: afternoon tea 3.00 – 3.05pm

### Promoting your science department

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.05 – 3.45pm</td>
<td>How to introduce STEM careers to raise aspirations, improve progression, motivate learners and build links with the community</td>
</tr>
<tr>
<td></td>
<td>Exploring enrichment &amp; enhancement: opportunities both within and out of school/college to engage learners, develop skills and support progression</td>
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<tr>
<td></td>
<td>Inspiring and supporting the team to develop new initiatives and take on additional responsibilities</td>
</tr>
</tbody>
</table>

**LOCATION/DATE**

| London | Wednesday 11 November 2020 |

**COURSE LEADER**

Michael Brown has been an examiner for 15 years and has worked in post 16 education for 23 years, initially as an A-level Biology Tutor before progressing to Head of Department and finally STEM and Quality Initiatives Manager.

**WHO SHOULD ATTEND?**

- Heads of Teaching and Learning
- Heads of Science
- Heads of Biology
- Heads of Chemistry
- Heads of Physics
- Aspiring Heads of Science

**BENEFITS OF ATTENDING**

- Understand the importance of key documents and processes including inspections, appraisals and observations
- Effective monitoring and early intervention strategies that prepare departments for the new curriculum
- Utilise effective techniques and documents to conduct a department evaluation; identifying areas of weakness and understanding their cause
- Implement strategies to address a wide range of weaknesses; ensuring a consistent, enjoyable and effective learning experience for all learners
- Understanding of the role of middle leaders and the characteristics of good leadership; developing strategies to drive improvement and address underperformance
- Increased understanding of your team: utilising strategies to support, motivate and manage a range of situations and personalities
- Utilise a range of strategies to raise aspirations, engage learners and improve the progression into post 16 science courses

**COST:** £269+VAT

Discuss this further with our CPD team on 01625 532974 or online@keynote.org.uk
NEW: AIMING FOR A/A* IN A LEVEL CHEMISTRY

CODE 7955

ABOUT THIS COURSE
This advanced course will demonstrate how to guide your best students to achieve Grades A & A* in future A-Level Chemistry examinations. The course will demonstrate teaching and learning ideas for physical, organic, inorganic and practical chemistry which will stretch and challenge able students and develop their higher level skills. Using feedback from 2019’s examinations on the specifications, the course will outline what is expected of high ability students and explore ways to build your teaching practice around this.

PROGRAMME

The A/A* grade – what do they involve?
10.00 – 10.20am
- The structure of the specification and using it to plan for success for the top end students
- 2019 Feedback: what does it tell us about the standards set for the top learners? How can we teach to this effectively? Using eAQA to inform teaching practice.
- Grades A & A*: what are the differences between these?
- Key attributes of Grade A & A* students in the classroom and how to identify these students
- Helping students make the links throughout the whole specification and inspiring the A* Chemist
- Building vocabulary and developing high end skills – spotting the key command words

Physical Chemistry - the key challenges for A/A* learners
10.20 – 11.20am
- Non-mathematicians – teaching approaches to get them the A*
- Application and problem solving for the A and A* student
- Tackling ‘acids, bases and buffers’ with the top grades
- Tackling ‘transition metals and titrations’ for A and A*
- Achieving A and A* on questions with graphs (Applying y=mx+c to Chemistry)

Discussion: coffee break
11.20 – 11.45am

Organic Chemistry – the key challenges for A/A* learners
11.45 – 12.30pm
- Coping with organic synthesis – where is the A/A* lost?
- Going beyond – more challenging synthesis problems.
- Tackling the volume of content in Organic Chemistry – building up to it for an A/A*
- The practical aspect – making the links and achieving the A*
- Strategies for achieving top grades in the exam

Lunch and informal discussion
12.30 – 1.30pm

Inorganic Chemistry - the key challenges for A/A* learners
1.30 – 2.00pm
- Remembering all the equations and observations – where the A/A* is lost
- Periodicity – understanding the trends not just recall
- Applying the observations – separation techniques
- Strategies for teaching Group 7 Chemistry

Practical Chemistry - the key challenges for A/A* learners
2.00 – 2.45pm
- Relating the practicals to the exam – achieving all the marks for 6 mark methods
- What would happen if – accurately explaining changes in the practicals
- Drawing the apparatus – how to avoid dropping marks
- Strategies for revising the practical content for the exam

Discussion: afternoon tea
2.45 – 3.00pm

Chemistry Exams: Tactics for achieving the highest grades
3.00 – 3.45pm
- What are the biggest challenges of the linear course for the A/A* learner?
- A/A* revision – are they being effective?
- In the exam – tactics for hitting the top grades
- Working to the standard – completing, marking, reviewing and evaluating exam papers for the A/A*
- Revision tips to ensure top level students succeed in the exams
- Avoiding potential hazards; what can cost the top student their A grade?

Plenary and depart
3.45 – 4.00pm

LOCATION/DATE
London
Wednesday 02 December 2020

COURSE LEADER
Paul Yardley has taught AQA A Level Chemistry for 9 years and leads a highly-successful Chemistry team, supporting students to achieve outstanding value added scores. Taking students from a range of backgrounds, over 60% achieve a high grade, with most of those student continuing to study a degree at a Russell group University, many in a chemistry-related field.

WHO SHOULD ATTEND?
- A level Chemistry teachers
- Heads of Chemistry
- Heads of Science

BENEFITS OF ATTENDING
This course will allow delegates to:
- Focus on identifying the demands of Grades A & A* and providing materials to help teachers prepare students effectively
- A detailed look at the different demands of questions across the three A level papers
- Mark schemes will be analysed to identify and clarify the requirements of the highest levels
- Sample answers at Grades A & A* will be discussed and marked
- Materials will be provided that will allow teachers to cover the content effectively in innovative and student-friendly ways that push the highest ability students

IN SCHOOL INFO
This course, tailored to suit, can be delivered in your school. Discuss this further with our CPD team on 01625 532974 or online@keynote.org.uk

COST: £269+VAT
# CHALLENGING A LEVEL CHEMISTRY STUDENTS TO ATTAIN A*

## CODE 7708

### ABOUT THIS COURSE

This course will focus on teaching approaches designed to enhance the performance of your able chemistry students, so that they are motivated to maximise their potential at A level and challenged to attain grade A*.

### PROGRAMME

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<th>Time</th>
<th>Activity</th>
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<td>Bridging the gap to A* – an overview</td>
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<td>What makes an A* student?</td>
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<td>Analysing the 2019 ‘Reports on the Examinations’ to help students perform</td>
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<td>to their potential and garner maximum marks through understanding the</td>
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<td>different exam techniques required</td>
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<td>Rising to the different assessment challenges from objective questions</td>
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<td>extended calculations and from ‘levels of response’ questions to those</td>
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<td>on practical procedures</td>
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<td>Understanding the role and weighting of assessment objectives and why</td>
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<td>this is particularly relevant to the able student</td>
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<td>10.45 – 11.45am</td>
<td>Encouraging higher order thinking skills (HOTS) throughout the course</td>
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<td>HOTS not MOTS (more of the same) – activities to stretch, challenge and</td>
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<td>motivate</td>
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<td>Applying HOTS to analytical techniques such as NMR</td>
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<td>Approaches to improve lateral thinking</td>
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<td>Explaining electrode potentials and predicting redox reactions</td>
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<td>11.45 – 12.00pm</td>
<td>Discussion: coffee break</td>
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<tr>
<td>12.00 – 1.00pm</td>
<td>Problem solving contexts for A* students</td>
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<td>Principles and processes of building successful learning</td>
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<td>Scaffolding approaches to mole calculations</td>
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<td>Finding routes through calculations</td>
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<td>Building advanced skills in data analysis using targeted exercises</td>
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<td>focused on rate equations and the Arrhenius equation</td>
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<td>Problem solving techniques in organic chemistry</td>
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<td>1.00 – 2.00pm</td>
<td>Lunch and informal discussion</td>
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<td>2.00 – 2.30pm</td>
<td>Embedding synoptic learning</td>
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<td>Laying the foundations for synoptic learning from the outset of your</td>
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<td>Developing activities to promote linking from simple starters to devising</td>
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<td>questions</td>
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<td>Interconnecting chemistry topics for high level performance</td>
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<td>2.30 – 3.30pm</td>
<td>Boosting examination performance to attain A*</td>
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<td>Command words and what an examiner wants to see in response</td>
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<td>Common high level student failings and how to avoid them</td>
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<td>Maximising marks on ‘levels of response’ questions</td>
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<td>Making the most of multiple choice questions</td>
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<td>From the classroom to laboratory practical work and back again – ideas</td>
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<td>to build understanding that leads to a high performance in questions on</td>
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<td>practical chemistry</td>
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<td>Strategies for answering questions set in unfamiliar contexts</td>
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### LOCATION/DATE

London  
Tuesday 10 November 2020

### COURSE LEADER

Chris Conoley is an experienced teacher of Chemistry, Head of Science, College Principal, author and Senior A Level Examiner.

### WHO SHOULD ATTEND?

- Heads of chemistry and experienced teachers of chemistry looking for new approaches and practical methods to enhance teaching and learning to inspire able students to attain the A* grade.
- Newer teachers of A level chemistry who want to explore innovative ways of encouraging deeper learning of their subject.

### BENEFITS OF ATTENDING

- Develop teaching strategies that lead to deep learning and the capacity to boost performance to attain A*.
- Apply some of the latest research to build learning power in your students.
- Explore how different approaches to problem solving lead to effective ways of tackling unfamiliar questions.
- Enhance laboratory learning through innovative activities in the classroom.
- Build advanced skills in planning, analysis and evaluation.
- Gain insights into approaches that ensure the 6 marks in ‘levels of response’ questions.
- Embed synoptic learning using active learning methods.
AQA A LEVEL CHEMISTRY PAPER 3: MAXIMISING SUCCESS WITH THE PRACTICALS

CODE 7617

ABOUT THIS COURSE
This course focuses on effective and innovative approaches to maximise the performance of your students on Paper 3, on which many students struggle due to having apply knowledge in unfamiliar contexts. Explore strategies to prepare students for the assessment challenges in questions that probe practical techniques and test data analysis, with approaches for embedding synoptic learning and exam techniques that ensure success in the different questions and question types, including laboratory learning.

PROGRAMME

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<tr>
<th>TIME</th>
<th>PROGRAMME</th>
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<tr>
<td>10.00 – 10.45am</td>
<td>Paper 3 – insights and overview for improved performance</td>
</tr>
<tr>
<td>10.45 – 11.30am</td>
<td>Preparing students for questions on practical techniques</td>
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<tr>
<td>11.30 – 11.45am</td>
<td>Discussion: coffee break</td>
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<tr>
<td>11.45 – 12.30pm</td>
<td>Dealing with data – the Paper 3 questions</td>
</tr>
<tr>
<td>11.45 – 12.00pm</td>
<td>Embedding synoptic learning</td>
</tr>
<tr>
<td>12.00 – 1.00pm</td>
<td>Lunch and informal discussion</td>
</tr>
<tr>
<td>2.00 – 3.00pm</td>
<td>Deep learning for challenging topics, based on current research into effective learning</td>
</tr>
<tr>
<td>3.00 – 3.45pm</td>
<td>Maximising performance on Paper 3</td>
</tr>
</tbody>
</table>

LOCATION/DATE
London
Thursday 19 November 2020

COURSE LEADER
Chris Conoley is an experienced teacher of Chemistry, Head of Science, College Principal, author and Senior A Level Examiner.

WHO SHOULD ATTEND?
- Heads of Chemistry
- Experienced teachers of A Level Chemistry
- Heads of Science

BENEFITS OF ATTENDING
- Develop teaching strategies that lead to deep learning and ensure successful outcomes for your students in some of the challenging topics of Year 2
- Explore how different approaches to problem solving lead to effective ways of tackling unfamiliar questions in Paper 3
- Enhance laboratory learning through innovative activities in the classroom.
- Build advanced skills in data analysis through targeted exercises
- Gain insights into approaches that work in answering ‘levels of response’ questions and other questions
- Take away active learning methods that embed synoptic learning
- Apply latest research to build learning power in your students

IN SCHOOL INFO
This course, tailored to suit, can be delivered in your school. Discuss this further with our CPD team on 01625 532974 or online@keynote.org.uk

COST: £269+VAT

AQA A LEVEL CHEMISTRY PAPER 3: MAXIMISING SUCCESS WITH THE PRACTICALS
IMPROVING THE PERFORMANCE OF LOWER ATTAINING A LEVEL CHEMISTRY STUDENTS

CODE 7171

ABOUT THIS COURSE
This course will provide ideas and solutions for strengthening the performance of less able A Level Chemistry students in the classroom and laboratory and in their final exams. There will be a distinctly practical feel to the day with plenty of examples of learning activities. Our expert presenter will lead a close analysis of what students need to do in exams and practical skills' assessments in order to succeed at A Level, with clear solutions offered to overcome problem areas for lower ability students.

PROGRAMME

Starting from where the student is

10.00 – 11.00am
- What can you learn from students’ GCSE marks?
- Identifying and addressing misconceptions spilling over from GCSE
- Significant support activities for students with lower GCSE results / struggling at A level
- Beginning the practical assessment process – building confidence in the lab
- Strategies for helping students to deal with and retain the knowledge required

Discussion: coffee break

11.00 – 11.15am

Outstanding teaching: ensuring the students understand the fundamental concepts

11.15 – 12.30pm
- The fundamental principles needed for A Level Chemistry
- Solving problems from patterns and principles, rather than just learning facts
- Exemplar lesson strategies for the less able student – addressing the more difficult concepts
- Supporting non-mathematicians in Chemistry
- Structure and bonding, electrode potentials and aqueous chemistry: techniques for the topics where students experience most problems

Lunch and informal discussion

12.30 – 1.30pm

Giving students proven strategies to boost exam performance

1.30 – 2.30pm
- Looking at the different types of questions, tasks, skills and assessment demands – through the eyes of the lower ability chemist
- Boosting performance for Assessment Objectives 2 and 3
- Building practical competence and ability to answer practical-based questions
- Dealing with the examination papers – practical suggestions to improve results

Discussion: afternoon tea

2.30 – 2.40pm

Tracking progress and intervening to improve results

2.40 – 3.15pm
- Using data effectively to set realistic and meaningful targets
- Encouraging self-monitoring and evaluation
- When and how to intervene
- Strategies for differentiation

Enrichment programmes and new approaches to raise motivation

3.15 – 3.45pm
- Ideas to ‘switch on’ lower ability students
- Making learning active, with models and movies
- Bringing the subject to life; celebrating chemistry!
- Ideas for in class and out of hours learning that inspire those that are struggling

IN SCHOOL INFO
This course, tailored to suit, can be delivered in your school. Discuss this further with our CPD team on 01625 532974 or online@keynote.org.uk

COURSE LEADER
Paul Yardley has taught AQA A Level Chemistry for 9 years and leads a highly-successful Chemistry team, supporting students to achieve outstanding value added scores. Taking students from a range of backgrounds, over 60% achieve a high grade, with most of those student continuing to study a degree at a Russell group University, many in a chemistry-related field.

WHO SHOULD ATTEND?
- Heads of Science
- Heads of Chemistry
- Teachers of A Level Chemistry

BENEFITS OF ATTENDING
By the end of the course delegates will have:
- Identified a range of indicators that reveal the needs of weaker students
- Learned how to boost initial subject knowledge and understanding
- Developed a range of teaching strategies to enhance the performance of lower ability students
- Learned how to best support lower ability students to be successful with practical assessments and in examinations
- Increased their ability to track students progress and how to intervene successfully
- Explored enrichment ideas to raise motivation

LOCATION/DATE
London
Monday 23 November 2020

COST: £269+VAT
TEACHING A LEVEL CHEMISTRY FOR THE FIRST TIME

CODE 6688

ABOUT THIS COURSE
If you are new to teaching A level Chemistry then this course will give you teaching strategies that motivate learners and ensure successful outcomes, with an emphasis on topics taught in the first year of the A level. It aims to build your confidence to teach difficult concepts in an accessible way and help you prepare students for the increased emphasis on mathematics and practical assessment. There will be ideas, tips and techniques to nurture students who struggle, while giving you fresh approaches that that will stretch the most able. We will look at ways of boosting exam performance, whichever specification you are following.

PROGRAMME

Setting the scene 10.00 – 10.30am
- Understanding the key messages and challenges for teaching the specification
- Considering the challenges that students experience, from the beginning of the course through to the final exams
- Building foundations for successful learning – knowing the standard and making sure students can meet it
- How to aim for exam success

Developing mathematical skills 10.30 – 11.30am
- How to embed mathematical content into the your course
- Supporting students in developing the required skills
- Techniques for teaching the mole
- Developing strategies to boost student confidence
- Exploring approaches necessary for success when answering exam questions

Discussion: coffee break 11.30 – 11.45am

Fundamental concepts and skill development 11.45 – 12.45pm
- Building links from the electron through to the Periodic Table
- Energy change, reaction rates and equilibria
- Planning the development of practical skills and practical endorsement
- Developing thinking skills: practical teaching strategies that make learning active, learners independent and lessons memorable

Lunch and informal discussion 12.45 – 1.45pm

From molecules to mechanisms in organic chemistry 1.45 – 2.35pm
- Getting the basics right: teaching the key specification content well
- Problem solving approaches to learning key concepts
- Teaching analytical techniques for exam success

Examination Preparation 2.35 – 3.35pm
- Overview: what are examiners looking for? Feedback from 2018 to highlight key areas to cover
- What makes an A/A* candidate? Ensuring excellent teaching to stretch able candidates to achieve their best
- Teaching effective examination technique: making the most of multiple choice
- Preparing for extended questions and looking at ‘Levels of Response’
- Linking concepts is the key to success
- From Lab to written exam – boosting performance and high impact teaching

Planning for Year 2 and depart 3.35 – 3.45pm
- Organising your teaching for a smooth start to the second year of A-level

COURSE LEADER
Chris Conoley is an experienced teacher of Chemistry, Head of Science, College Principal, author and Senior A Level Examiner.

WHO SHOULD ATTEND?
- Heads of Science
- Heads of Chemistry
- Teachers starting off teaching Chemistry at A level

BENEFITS OF ATTENDING
- Receive key messages from the first two years of teaching the new specifications
- Develop mathematical skills in your students through tried and tested methods
- Understand how to approach topics that learners find difficult, from the mole to organic reaction mechanisms
- Consider strategies to boost performance in practical assessment, both in the lab and in written exams
- Increase your understanding of how to prepare students for the new style of examination papers
- Gain insights into developing independent learners
- Take advantage of the opportunities to share teaching approaches with colleagues in similar situations

LOCATION/DATE
London
Thursday 19 November 2020

IN SCHOOL INFO
This course, tailored to suit, can be delivered in your school. Discuss this further with our CPD team on 01625 532974 or online@keynote.org.uk

IN SCHOOL INFO
COST: £269+VAT
DEVELOPING A KNOWLEDGE-RICH CURRICULUM IN SCIENCE

CODE 7527

ABOUT THIS COURSE
- How articulate are you about how your Science curriculum meets the needs of your children and local area?
- Do you know what the new key Ofsted judgements are and the evidence needed to for them to make accurate graded judgements?
- Is your Science curriculum designed to maximise learning?
- How do we develop a knowledge-rich curriculum for Science?
- What is the role of cognitive science and other research in designing an effective curriculum?
- How do we increase cultural capital in Science?

With a greater emphasis on curriculum intent and how schools interpret the National Curriculum to meet the needs of their children, Heads of Science are now in a position where it is necessary to evaluate the ‘offer’ they give and how they prepare all children to make good progress and become better prepared for the next stages of their learning. This course will prepare all Science subject leaders to audit and evaluate their existing curriculum and teaching against the new 2019 Ofsted Framework.

PROGRAMME

The Ofsted Framework for 2019 and its implications for Science departments
- Impact of the Ofsted Framework for Science
- Intent
- Implementation
- Impact
- Really understanding what a ‘knowledge-rich curriculum’ looks like in Science: what do we need to know and do

TIME
10.00 – 10.45am

Lessons from Cognitive Science and other Research
- Role of cognitive science in understanding memory and learning
- Impact of the latest educational research on curriculum design

Discussion: coffee break
11.30 – 11.45am

Defining your department’s Curriculum Intent
- Understanding your local context
- Curriculum non-negotiables
- The role of the Subject leader in interpreting and moulding the non-negotiables in Science
- Increasing Science Cultural Capital

Lunch and informal discussion
1.00 – 2.00pm

Outstanding Curriculum Implementation and Leadership in Science
- Outstanding delivery in 2019 and 2020
- Monitoring and improving T&L in Science
- Creating a culture of improvement in your department
- Making sure all the department understand and deliver your curriculum intent

Discussion: afternoon tea
3.00 – 3.15pm

Curriculum Impact in Science
- What data do Ofsted want to see?
- Using data to improve pupil outcomes, without getting lost in it

TIME
10.45 – 11.30am

LOCATION/DATE
London
Thursday 15 October 2020

COURSE LEADER
John Medlicott has taught for 25 years and has trained teachers for over 15 years where he is regularly graded as “outstanding” by delegates on their evaluation forms. This year he has chaired National Conferences in School Leadership & Teaching and Learning.

WHO SHOULD ATTEND?
- Heads of Science
- Heads of Biology
- Heads of Chemistry
- Heads of Physics

BENEFITS OF ATTENDING
- Take away the latest approaches and methods on re-designing your curriculum
- Extend your ability to map and structure an effective science curriculum
- Gain crucial information on how to implement science-specific curriculum design
- Take away practical and easily implemented tools for improving a science curriculum

IN SCHOOL INFO
This course, tailored to suit, can be delivered in your school.
Discuss this further with our CPD team on 01625 532974 or online@keynote.org.uk

COST: £269+VAT
STUDENT WEBINAR

NEW: AQA A LEVEL CHEMISTRY: ACHIEVING FULL MARKS WITH PRACTICAL METHODS

FOCUS
This webinar will concentrate on the 6 mark questions regarding methods in practical chemistry. The focus will be on three particular methods from Year 12 Chemistry, making a standard, how temperature affects rate and calorimetry. The session will include tips and techniques on how to structure responses to this type of question and look at where marks are gained and lost in the exam.

PROGRAMME

Welcome and introduction
Welcome and introduction
4.00 - 4.05pm

Structuring a response: A look at making up a standard solution
Building a scaffold – taking the key stages of the method and expanding on these
Key points – thinking about the detail at each stage and how to work this into an answer
What are the exam board looking for? A review of the mark scheme and linking this to the answer
4.05 - 4.20pm

Another example: A look at investigating how temperature affects rate
Where are the marks? – Thinking ahead to plan an answer
Techniques to approach the question to help with structuring an answer
Pitfalls – Where do students lose marks in an exam
4.20 - 4.40pm

Trying it out: A look at the calorimetry practical
An opportunity for students to work through an example question
Modelling of the answer to show how to maximise marks
4.40 - 4.55pm

Final tips
4.55pm

WHY SHOULD YOU BOOK A STUDENT WEBINAR?
✓ Give your students the edge to find out directly from examiners how to maximise their achievement potential
✓ Consolidate and deepen key knowledge essentials
✓ Listen to and discuss exemplar work
✓ Find out more about the key challenges and what the examiner is looking for in top quality work

DATE
Wednesday 14 October 2020

WEBINAR LEADER
Paul Yardley has taught AQA A Level Chemistry for 9 years and leads a highly-successful Chemistry team, supporting students to achieve outstanding value added scores. Taking students from a range of backgrounds, over 60% achieve a high grade, with most of those students continuing to study a degree at a Russell group University, many in a chemistry-related field. Paul is a member of the Association of Colleges’ College A Level Subject Excellence Network, identifying and sharing good practice with other practitioners that has contributed to their significantly positive value added scores.

WHO SHOULD ATTEND?
✓ All students of A level Chemistry

FOCUS POINTS
✓ Consolidate and improve knowledge of methods used in practical chemistry
✓ Use exam examples to look at the requirements for the answer and how to structure a response
✓ Review exemplar questions and answers, finding out how to improve exam skills
✓ Work through tips and examples for approaches to application type questions
✓ Set a grounding for similar questions found in Year 13 study (i.e. determining Ka, measuring electropotentials, etc)

COST: The cost for each webinar log in is £85+VAT
STUDENT WEBINAR

NEW: AQA A LEVEL CHEMISTRY: A LOOK AT THE MORE UNUSUAL QUESTIONS FOR GROUP 7 CHEMISTRY

FOCUS
This webinar will concentrate on some of the more unusual questions associated with Group 7 chemistry. Students often do well with recalling knowledge from this topic (such as the observations with silver nitrate) but struggle to apply this knowledge. The session will focus on questions about mixtures of halides, using the observations to plan a separation and testing of haloalkanes. It will also help students with techniques and tips to help students to structure their answers in an exam.

PROGRAMME

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<th>Activity</th>
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<tr>
<td>Welcome and introduction</td>
<td>4.00 - 4.05pm</td>
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<tr>
<td>Mixtures of halides</td>
<td>4.05 - 4.20pm</td>
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<tr>
<td>- Revision of the basic tests for halides – including why we use acid, which acid and why ammonia is used</td>
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<td>- A look at the expected observations with the silver nitrate test and halide mixtures</td>
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<td>- How to structure an answer to explain the observations with a mixture</td>
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<tr>
<td>Using observations to plan a separation</td>
<td>4.20 - 4.40pm</td>
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<tr>
<td>- Tips to help with what a question is asking using halide separation as an example</td>
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<tr>
<td>- What is the process – how can separation be achieved</td>
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<td>- Structuring the answer – how to explain the method for maximum marks</td>
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<td>- Pitfalls – Where do students lose marks in an exam</td>
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<tr>
<td>Haloalkane testing</td>
<td>4.40 - 4.55pm</td>
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<tr>
<td>- A look at the chemistry – why is this situation different</td>
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<td>- Steps in the method – What is each stage about and how can you explain this?</td>
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<td>- Other situations when we can/cannot use just silver nitrate</td>
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<tr>
<td>Final tips</td>
<td>4.55pm</td>
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</table>

WHY SHOULD YOU BOOK A STUDENT WEBINAR?
✓ Give your students the edge to find out directly from examiners how to maximise their achievement potential
✓ Consolidate and deepen key knowledge essentials
✓ Listen to and discuss exemplar work
✓ Find out more about the key challenges and what the examiner is looking for in top quality work

COST: The cost for each webinar log in is £85+VAT

DATE
Wednesday 7 October 2020

WEBINAR LEADER
Paul Yardley has taught AQA A Level Chemistry for 9 years and leads a highly-successful Chemistry team, supporting students to achieve outstanding value added scores. Taking students from a range of backgrounds, over 60% achieve a high grade, with most of those students continuing to study a degree at a Russell group University, many in a chemistry-related field. Paul is a member of the Association of Colleges’ College A Level Subject Excellence Network, identifying and sharing good practice with other practitioners that has contributed to their significantly positive value added scores.

WHO SHOULD ATTEND?
✓ All students of A level Chemistry

FOCUS POINTS
✓ Consolidate and improve knowledge of Group 7 Chemistry
✓ Promote understanding of Group 7 Chemistry to allow application to unfamiliar situations
✓ Review exemplar questions and answers, finding out how to improve exam skills
✓ Work through tips and examples for approaches to organic chemistry questions
✓ Set a grounding for similar questions found in Year 13 study (i.e transition metals, acyl chlorides, etc)
NEW: AQA A LEVEL CHEMISTRY: ACHIEVING FULL MARKS ON CHALLENGING TITRATION QUESTIONS

FOCUS
This webinar will concentrate on the type of mathematical problems associated with the Amount of Substance topic. The session will focus on the type of question which has a large amount of information and involves a multiple step calculation, part of which is the titration calculation. The session will look at how to extract the relevant information from the question, how to work out what is being asked for and how to set out the answer to access all marks available for the question.

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<tr>
<td>4.00 - 4.05pm</td>
<td>Welcome and introduction</td>
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<tr>
<td>4.05 - 4.25pm</td>
<td>Approaching the question:</td>
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<td>- What is the question asking – how to extract the relevant information</td>
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<td>- Reading the question – how to avoid missing key points</td>
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<td>- Where to start – what do I know and what can I work out</td>
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<td>- Techniques to approach the question to help with structuring an answer</td>
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<td>- Pitfalls – Where do students lose marks in an exam</td>
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<td>4.25 - 4.40pm</td>
<td>Setting out the answer:</td>
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<td>- A look at worked examples to show how to be clear when answering the question</td>
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<td>- Hints and tips to ensure accuracy and precision</td>
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<td>- Checking the answer – tips to avoid silly errors which lose marks</td>
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<td>4.40 - 4.55pm</td>
<td>Trying it:</td>
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<td>- An opportunity for students to work through an example question</td>
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<td>- Modelling of the answer to show how to maximise marks</td>
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<tr>
<td>4.55pm</td>
<td>Final tips</td>
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WHY SHOULD YOU BOOK A STUDENT WEBINAR?
✓ Give your students the edge to find out directly from examiners how to maximise their achievement potential
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✓ Listen to and discuss exemplar work
✓ Find out more about the key challenges and what the examiner is looking for in top quality work

DATE
Wednesday 23 September 2020

WEBINAR LEADER
Paul Yardley has taught AQA A Level Chemistry for 9 years and leads a highly-successful Chemistry team, supporting students to achieve outstanding value added scores. Taking students from a range of backgrounds, over 60% achieve a high grade, with most of those students continuing to study a degree at a Russell group University, many in a chemistry-related field. Paul is a member of the Association of Colleges’ College A Level Subject Excellence Network, identifying and sharing good practice with other practitioners that has contributed to their significantly positive value added scores.

WHO SHOULD ATTEND?
✓ All students of A level Chemistry

FOCUS POINTS
✓ Consolidate and improve knowledge of Group 7 Chemistry
✓ Promote understanding of Group 7 Chemistry to allow application to unfamiliar situations
✓ Review exemplar questions and answers, finding out how to improve exam skills
✓ Work through tips and examples for approaches to organic chemistry questions
✓ Set a grounding for similar questions found in Year 13 study (i.e transition metals, acyl chlorides, etc)

COST: The cost for each webinar log in is £85+VAT
NEW: AQA A LEVEL CHEMISTRY: ACHIEVING FULL MARKS FOR ORGANIC MECHANISMS

FOCUS
This webinar will concentrate on recapping the mechanisms taught in the halolkanes, alkenes and alcohols topics. The session will focus on accurate drawing of the mechanisms including the use of skeletal formulae which is becoming more popular in exams. It will also help students with techniques and tips to remember which mechanism goes with which reagents.

PROGRAMME
Welcome and introduction 4.00 - 4.05pm

What is the mechanism? 4.05 - 4.20pm
- Tips to interpret the question and work out the mechanism needed
- Why do molecules react – how to spot nucleophiles, electrophiles and where they attack
- When conditions are important – a reminder of the reactions of haloalkanes with OH

What do the curly arrows mean? 4.20 - 4.40pm
- Tips to understanding mechanisms not simply trying to recall them
- How to draw mechanisms with skeletal formulae
- Techniques to approach the question to help with structuring an answer
- Pitfalls – Where do students lose marks in an exam
- Applying the knowledge – a look at an unfamiliar mechanism for those A/A* questions

Trying it out 4.40 - 4.55pm
- An opportunity for students to work through an example question
- Modelling of the answer to show how to maximise marks
- Practice of another unfamiliar mechanism

Final tips 4.55pm

WHY SHOULD YOU BOOK A STUDENT WEBINAR?
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✓ Consolidate and deepen key knowledge essentials
✓ Listen to and discuss exemplar work
✓ Find out more about the key challenges and what the examiner is looking for in top quality work

COST: The cost for each webinar log in is £85+VAT
FOCUS
This webinar will cover the early essentials of A-level Chemistry starting from their roots in GCSE. The goal for this webinar is for students to feel confident in being able to fast-track their introduction to A-level Chemistry and have the foresight for upcoming topics that are an extension of material they have covered before at GCSE. Content from the course will be introduced with examples and links to prior knowledge will be made clear at all times. Topics covered will include: Chemical calculations, the essentials of covalent bonding and the importance of correct chemical formula. The webinar will also highlight study skills and opportunities for wider reading.

PROGRAMME

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<td>Chemical Calculations</td>
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<td>Covalent Bonding</td>
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<td>Common Chemical Formula</td>
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<tr>
<td>Closing comments and wider reading suggestions</td>
<td>4.55 - 5.00pm</td>
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WHY SHOULD YOU BOOK A STUDENT WEBINAR?
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STUDENT WEBINAR

NEW: BRIDGING THE GAP FROM GCSE TO A-LEVEL CHEMISTRY

FOCUS

DATE
Wednesday 23 September 2020

WEBINAR LEADER
Robert Murray has taught A-level Chemistry for 12 years at 2 large ‘outstanding’ sixth form colleges. He has been a curriculum leader in Chemistry for the last 9 years and has managed teaching both the AQA and OCR A A-level Chemistry specifications. Under his supervision, Rob’s classes have a robust track record of achievement above all national averages.

WHO SHOULD ATTEND?
Students starting out A-Level Chemistry

FOCUS POINTS
Students will be introduced to the early topics of A-level Chemistry and see how they are related to the topics covered in GCSE. This previewing of the course content will better prepare students for their in-class time and accelerate their transition from GCSE.

Select topics will then be expanded upon to give students the necessary skills to plan for their year ahead and approach further material with confidence.

Students will be equipped with the chemical formula and mathematical equations covered early in the A-level with examples of how the latter can be rehearsed ahead of their peers.

General scientific study skills such as precision and the importance of correct vocabulary will be emphasised throughout.

Students should leave the webinar feeling like they are equipped to tackle upcoming topics and empowered to approach more challenging material when the time comes.

COST: The cost for each webinar log in is £85+VAT

@KeynoteEd
Adam Boxer
Adam is an experienced chemistry teacher working at a school in North London. He is an established speaker and as well as providing CPD in schools has presented at a number of national conferences including Wellington Festival of Education, Teach First Summer Institute, ASE National Conference and EdFest Rosey, Switzerland. Adam’s resources are used by thousands of teachers across the UK and his blog receives tens of thousands of hits each month. He has published articles about education in peer-reviewed journals and is one of the leading voices promoting innovative and evidence-based practices in science education.

Michael Brown
Michael has been an examiner for 15 years and has worked in post 16 education for 23 years, initially as an A-level Biology Tutor before progressing to Head of Department and finally STEM and Quality Initiatives Manager. He has had a positive effect on student’s aspirations and achievement; his Learner Voice results are always very positive and examination results have been consistently above benchmark for all KPI’s with excellent value added. As a Head of Department he completed an ‘Exceeding Expectations’ management training course and is a strong and effective leader. His Science provision was chosen as part of OFSTED’s Good practice survey: Improving Sciences in Colleges. Michael was then seconded to another campus to improve.

John Coad
John is a highly experienced A Level and IB Chemistry teacher who still teaches today. He led Chemistry Departments in two schools and whole Science Departments in two others. He has worked as a Science Advisor in England’s largest Local Authority, supporting both primary and secondary teachers of science. In recent years he has worked as an independent consultant, promoting science education in a wide variety of ways. He has led many professional development courses for teachers, written resources for publishers and staged large science enrichment events. His enthusiasm for science is evident in all he does but sharing his experience with chemistry teachers gives him the greatest satisfaction.

Chris Conoley
Chris is an experienced teacher of Chemistry, Head of Science and latterly a College Principal. He is the author of numerous educational textbooks, including the much praised Collins Advanced Science Chemistry, now in its third edition. As a Senior A Level Examiner, he understands how important it is that students acquire and develop the science skills necessary for success. He leads training courses for teachers both in the UK and overseas and is passionate about making science relevant, accessible and fun.

Robert Murray
Robert has taught A-level Chemistry for 12 years at 2 large ‘outstanding’ sixth form colleges. He has been a curriculum leader in Chemistry for the last 9 years and has managed teaching both the AQA and OCR A-Level Chemistry specifications. Under his supervision, Rob’s classes have a robust track record of achievement above all national averages. Rob also has a strong online e-learning presence with a well-established YouTube channel of short tutorials which saw him nominated by his college for an SFC innovative teaching award in 2018.

Jamie Sinclair
Jamie is a former Head of Department at Gordon’s School, a leading non-selective state secondary schools in England which has been rated OFSTED outstanding in last 7 inspections. Has also taught at QE Boys Barnet. Current team-leader examiner for OCR, CIE and IB and proof-reader for a leading revision publishing house. A level classes consistently at ALPS 3 or above; last year GCSE classes averaged top 90 percentile SSE FFT. I have had pupils taught by me go on to represent the UK in the international Olympiad. Consistently have 40% of my A level classes looking to read chemistry/natural science at Russell Group universities.

Conor Stone
Conor has worked in sixth form colleges for 17 years as Head of Department, STEM Coach and Performance Coach and is also an SLE (Subject Leader in Education). In that time he has also acted as an examiner for a major examination body. He currently works in a sixth form college graded outstanding in all areas and has been graded numerous times internally and by Ofsted as an outstanding practitioner.

Paul Yardley
Paul has taught AQA A Level Chemistry for 9 years and leads a highly-successful Chemistry team, supporting students to achieve outstanding value added scores. Taking students from a range of backgrounds, over 60% achieve a high grade, with most of those student continuing to study a degree at a Russell group University, many in a chemistry-related field. Paul is a member of the Association of Colleges’ College A Level Subject Excellence Network, identifying and sharing good practice with other practitioners that has contributed to their significantly positive value added scores.
TEACHER COURSES

Delegates receive on each course:

- A specially prepared folder of 50+ pages full of detailed notes, practical advice and guidance
- Notes prepared by the educational experts leading the course
- Expert produced PowerPoint presentations
- CPD Certificate of attendance
- Two course restaurant lunch
- Refreshments throughout the day
- Guaranteed high quality venues

BOOKINGS

Telephone us on: 01625 532974
Book online at keynoteeducational.co.uk
Email online at online@keynote.org.uk

WHAT HAPPENS NEXT?

You will receive confirmation of your booking within 48 hours.
Joining instructions will be sent to you two weeks in advance of the event.
If you haven’t received them by then please get in touch with us.

IN SCHOOL CPD

All courses and student conferences in this brochure can be booked to run in your school or they can be adapted and customised to suit.
For more information please contact the CPD Team on 01625 532974.

NEW STUDENT BOOSTER WEBINARS FOR SUMMER & AUTUMN 2020

Introducing a NEW range of student booster webinars to support your students in getting ready and prepared for Year 11/13. The webinars are designed to be used in summer 2020 and in autumn 2020 as students move into the new academic year.

STUDENT BOOSTER WEBINARS

To support student’s preparation for year 11/13 these webinars will focus on topics from year 10/12 that often prove to be an obstacle in final exams. Taking a challenging topic an expert course leader will provide the core learning required with added insight into how these topics are assessed and what is expected of students. Each webinar is accompanied by notes and questions to allow students to test their understanding [and provide teachers with feedback]

Student Booster webinars are designed to:

- Build on knowledge and skills developed in year 10/12
- Fill gaps and encouraging retrieval practice
- Prime students for success in year 11/13

These webinars will take a challenging topic in the curriculum, highlight the core themes and guide students in how to tackle questions they will encounter in their final exams. All webinars are accompanied with notes and follow up questions, which teachers can use to check understanding. Ideal for students targeting high grades by complementing and enhancing their classroom studies.

BRIDGING THE GAP FROM GCSE TO A LEVEL

Given the disruption to year 11’s education, many A level teachers and prospective students will be very concerned about gaps in foundational knowledge, there is a need to support students to successfully make the challenging transition from GCSE to A level. We are delighted to present these webinars designed to ensure a new A level cohort will start their course of study with a headstart.

The webinars will:

- Focus on areas which have a direct overlap between GCSE and A level
- Help consolidate and refresh content for students, and fill gaps in knowledge ready for Yr 12
- Provide students with key advice from course leader examiner experts as to what they are aiming for over the next two years
- Include practical exercises that can be done after the webinar to give you the chance to make an early assessment of your students’ strengths and weaknesses

If you’d like to make a booking on any of the webinars – call us on 01625 532974, or email online@keynote.org.uk or book on the website.