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 @keynotecourses

# NEW Student Revision Conferences



## A LEVEL CHEMISTRY

NEW

CODE  
7175

The aim of this student conference is to provide students with practical, engaging and motivating revision for the A level Chemistry examinations. Throughout the day, students will actively participate in relevant, focused sessions with an emphasis on how to their grades. The conference will encourage students to think synoptically and it will build on the foundations of Year 1 knowledge.

This conference is relevant to all A level specifications in England and Wales.

> **PRESENTERS: Chris Conoley, Jamie Sinclair, John Coad**

### > DATE

London Monday 18 March 2019

Manchester Wednesday 03 April 2019



## GCSE SCIENCE

NEW

CODE  
7206

This NEW GCSE Science conference will provide students with an excellent and motivational revision day. The conference has been designed to improve student understanding of all three science subjects with varied, interactive sessions throughout the day using examples from real exams.

Students will receive high quality advice, guidance and examples from experts in teaching and examining, to help them to produce examination answers that reach the highest levels. The conference is designed for students of all examination boards.

> **PRESENTERS: Alessio Bernadelli, Pete Robinson, Dr Harjit K Singh**

### > DATE

Manchester Friday 15 March 2019

London Thursday 04 April 2019

## Outstanding Departments



### Call our team to find out more about:

- Expert, subject specific advice on ways to strengthen and improve your teaching and learning
- Research-based ideas and methods that make sure students achieve at least their target grades
- Making sure your department is working consistently and to the right standards
- Creating consistency of approach and achievement across your whole school
- Tailor-made support for your department's specific needs or concerns

For more information contact us on **01625 532974** or email us at [online@keynote.org.uk](mailto:online@keynote.org.uk)



# CHEMISTRY

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## > ABOUT THIS COURSE

Examine the responsibilities and characteristics of effective leaders in Post-16 science and introduce a wide range of strategies to effectively manage and turn around departments and improve people management skills.

## > PROGRAMME

## TIME

### Using effective techniques to drive improvement

10.00 – 10.45am

- Understanding the importance of key documents including those for inspection
- Utilising a range of reports and key documents to conduct a department evaluation and identify areas of weakness
- Utilising student voice and complaints – how to encourage, assess and respond
- Recognising causes of weakness

Discussion: coffee break

10.45 – 11.00am

### Leading outstanding Teaching and Learning

11.00 – 12.30pm

- Implementing effective strategies to ensure a consistent and effective experience for all learners
- Understanding when to be restrictive and when to allow creative autonomy
- The importance of high expectations and discipline
- Utilising a range of monitoring tools to track performance, recognise underachievement and motivate learners
- Exploring early intervention strategies to effectively support and drive learners
- Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college

Lunch and informal discussion

12.30 – 1.30pm

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

1.30 – 3.00pm

- Understanding the role of middle leaders and the characteristics of good leadership
- How to run effective meetings, appraisals and observations; motivating to improve
- How to introduce change: reducing resistance and addressing concerns
- Strategies to deal with difficult situations, underperformance and a range of personalities
- Supporting the professional development of your team

Discussion: afternoon tea

3.00 – 3.10pm

### Promoting your science Department

3.10 – 3.45pm

- How to introduce STEM careers to raise aspirations, improve progression, motivate learners and build links with the community
- Exploring enrichment & enhancement: opportunities both within and out of school/college to engage learners, develop skills and support progression
- Inspiring and supporting the team to develop new initiatives and take on additional responsibilities

## > DATE

**London**  
**Wednesday 14 November 2018**

## > COURSE LEADER

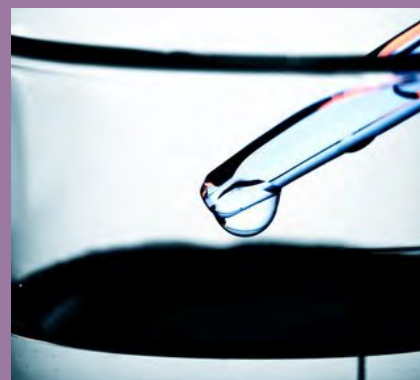
**Michael Brown** has been an examiner for 15 years and has worked in post 16 education for 23 years, initially as an A-level Biology Tutor before progressing to Head of Department and finally STEM and Quality Initiatives Manager.

## > WHO SHOULD ATTEND?

- > Post 16 Heads of Science
- > Teachers aspiring to the role of Head of Science
- > Heads of Science looking to enhance their departments

## > BENEFITS OF ATTENDING

- > Techniques to conduct department evaluations
- > Strategies to address a wide range of weaknesses
- > Understand your team: how to manage your staff



## > 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](mailto:online@keynote.org.uk)

> COST: £269+VAT



## > 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

## TIME

### 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

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 – 3.30pm

- 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

## > DATES

**London**  
**Wednesday 14 November 2018**

**London**  
**Tuesday 19 March 2019**

## > COURSE LEADER

**John Coad** is a highly experienced A level Chemistry teacher and has led Chemistry Departments and whole Science Departments. He is an author of Chemistry resources, presenter and science advisor in England's largest LEA.

## > WHO SHOULD ATTEND?

- > All 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 examinations
- > Increased their ability to track students progress and how to intervene successfully
- > Explored enrichment ideas to raise motivation

## > 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](mailto:online@keynote.org.uk)

> **COST: £269+VAT**



> ABOUT THIS COURSE

The challenge with teaching A-level Chemistry is to prepare students thoroughly, in both years, for exams which have an increased demand and mathematical content. We will consider how questions will be put together to increase the level of demand and look at new approaches on how to answer these, so that all students may be successful. We will also look at the role of assessment in preparing students for success over the course.

> PROGRAMME

TIME

**Focused approach to modules 2 – 4**

10.00 – 11.15am

- Unstructured mole calculations and titrations. Setting questions so that answering questions becomes easier
- Redox and Group 17. A new approach to balancing
- E/Z isomerism, CIP rules and Markownikoff's rule. What are the difficult aspects that the examiner will focus in on?

Discussion: coffee break

11.15 – 11.30am

**Focused approach to module 5**

11.30 – 1.00pm

- Rates and Arrhenius equation. New to the specification. What can we expect?
- Equilibria. Ensuring students really understand what is happening when we alter conditions
- Acids, Bases and Buffers: teaching all these equations well. Making difficult buffer questions easier to answer

Lunch and informal discussion

1.00 – 1.45pm

**Focused approach to module 6**

1.45 – 2.45pm

- Organic mechanisms. Five to know and then anything else! Do we really understand mechanisms?
- Organic synthesis. Putting it all together!
- Methods of Analysis in unstructured questions. What is the approach to gain maximum marks?

Discussion: afternoon tea

2.45 – 3.00pm

**What strategies can we implement to make students more successful?**

3.00 – 4.00pm

- Planning ahead for future success. What should be considered when moving from Year 12 to Year 13? The role of synoptic assessment vs. end of year revision, in making students successful
- Departmental synoptic assessments which are proven for driving success
- Ofsted and the role of assessment and feedback to drive improvement
- Discussions and feedback

> DATES

**London**  
**Friday 12 October 2018**

**London**  
**Friday 07 December 2018**

> COURSE LEADER

**Conor Stone** 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). 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.

> WHO SHOULD ATTEND?

- > All teachers of OCR A-level Chemistry

> BENEFITS OF ATTENDING

- > Gain the confidence to teach difficult topics
- > Allow all students the opportunity to be successful
- > Consider new approaches to difficult areas
- > Gain confidence in teaching OCR A-level Chemistry
- > Develop approaches that will stretch both weaker and more able students





## > ABOUT THIS COURSE

This updated course is for all teachers of A level chemistry looking to develop new strategies for extending their very able student to achieve an A\*.

The course is led by an experienced teacher and AS/A examiner who has taught at QE Boys Barnet, Gordons, regularly has 40% of his A Level classes looking to read Chemistry/natural sciences at Russell Group universities, and has taught pupils who go on to represent the UK in the international Olympiad.

Following the 2018 summer examinations, the course is very practically focused and delegates will take away a range of approaches, ideas, and new thinking to impact their pupil's learning and ensuring top level examination results.

## > DATES

**London**  
**Tuesday 20 November 2018**

**London**  
**Tuesday 12 March 2019**

## > COURSE LEADER

**Jamie Sinclair** is an experienced teacher and examiner who regularly has 40% of his classes looking to read Chemistry/natural sciences at Russell Group universities.

## > PROGRAMME

## TIME

### Bridging the gap to an A\*

10.00 – 10.30am

- Consideration of what determines A\* learners, including feedback from the 2018 exams
- What skills are needed to access the higher grades?

### Higher order questioning

10.30 – 11.45am

- Problem solving contexts
- Approaches to improve lateral thinking
- Strategies for approaching the mathematical content
- How story boarding can support student progress

Discussion: coffee break

11.45 – 12.00pm

### Interconnections: A whole chemistry approach

12.00 – 1.00pm

- Explaining organic mechanisms using physical chemistry
- Entropy and equilibrium in inorganic and organic chemistry
- Teaching key areas for high level performance: Why do some reactions 'go' and others don't?
- Lessons learnt from the 2018 examinations – where do students lose marks? Including example answers

Lunch and informal discussion

1.00 – 2.00pm

### Challenging learners' thought processes

2.00 – 2.30pm

- Modelling in chemistry
- Thought provoking examples to challenge learners' understanding
- Ensuring Able Students are thinking and responding at a high level throughout the course – strategies and teaching ideas

### Extending the A/A\* students

2.30 – 3.00pm

- Classroom activities and approaches
- Developing high level exam skills
- Extra-curricular activities to promote A\* level thinking

Discussion: afternoon tea

3.00 – 3.15pm

### Impact in your classroom

3.15 – 3.30pm

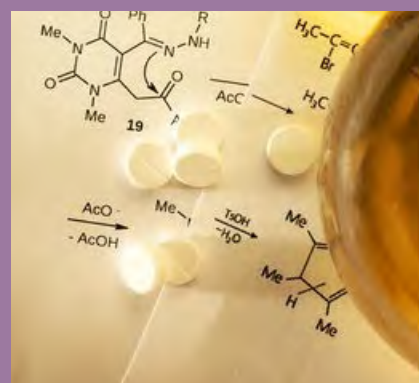
- Review resources for immediate use and impact in your teaching of high ability learners
- Question and answer session on the specification and assessment

## > WHO SHOULD ATTEND?

- > All teachers of A level chemistry - NQT, RQT, teachers teaching A level for the first time and experienced teachers looking to inspire the next generation of learners to read chemistry at university.

## > BENEFITS OF ATTENDING

- > Develop your teaching approaches to extend your more able students
- > Challenge your students with problem solving, modelling and questioning to stretch pupils' thinking processes
- > Increase your understanding of how to integrate areas of chemistry into teaching a 'whole chemistry approach'
- > Take away ready made resources and ideas to impact your pupils learning immediately



**> ABOUT THIS COURSE**

This revised and updated course provides practical advice and strategies to assess progress, embed deep learning and reinvigorate your approaches to revision both throughout the course and after the specification has been covered.

Led by an experienced subject specialist with examining experience, the course is designed to be of benefit for teachers of all examination boards, given the similarity across the specifications currently.

**> PROGRAMME****TIME****What are the specific examination challenges in A level chemistry?** 10.00 – 10.45am

- Consider the assessment objectives of the specification and what students find difficult
- Examine the different types of question and identify strategies for tackling them
- Evaluate how you prepare students for the practical aspect of written papers
- Breaking questions down and teaching the skills that students need

**Revisiting prior learning and preparing for the synoptic paper** 10.45 – 11.30am

- Strategies for coping with the bulk of knowledge
- Making links across the curriculum is the key
- Emphasising patterns and principles
- Writing synoptic tests

Discussion: coffee break 11.30 – 11.45am

**Driving progress once teaching the specification is complete** 11.45 – 1.00pm

- What does research tell us about effective revision?
- How can we implement research findings?
- Revision strategy circus
- Avoiding 'Death by Past Paper'

Lunch and informal discussion 1.00 – 1.45pm

**Assessment, feedback and mock exams** 1.45 – 2.30pm

- Analysis of tests and mock exams
- Devising creative ways of using past paper question
- What do 2018 Examiners' Reports tell us about the new specifications?
- Addressing students' weaknesses with assessment objectives / skills

**Effective differentiation in learning and revision** 2.30 – 3.00pm

- Ways of personalising the learning
- How to support students of differing abilities with difficult topics
- Targeted intervention on knowledge and skills

Discussion: afternoon tea 3.00 – 3.10pm

**Improving the value of students' independent learning** 3.10 – 3.40pm

- The benefits of independent learning for students
- What skills do students need?
- How can teachers promote independent learning?
- Extensive activities for A and A\* students

**> DATES**

**London**  
**Tuesday 20 November 2018**

**London**  
**Monday 11 March 2019**

**> COURSE LEADER**

**John Coad** is a highly experienced A level Chemistry teacher and has led Chemistry Departments and whole Science Departments. He is an author of Chemistry resources, presenter and science advisor in England's largest LEA.

**> WHO SHOULD ATTEND?**

> Heads of chemistry

> Subject leaders

> Teachers of A level chemistry

**> BENEFITS OF ATTENDING**

> Develop strategies for revisiting and assessing prior learning

> Improve assessment and feedback techniques to ensure mastery of skills

> Improve the independence of your students in and outside the classroom

> Explore how revision activities can be used to stretch all learners

> Develop strategies for building synoptic understanding 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](mailto:online@keynote.org.uk)

> **COST: £269+VAT**



**> ABOUT THIS COURSE**

This course focuses on excellent teaching that will work for all students, but particularly for those at the higher end, including how to produce enthused Chemists and excellent final results. It will demonstrate how particular strategies can lead to outstanding lessons and outstanding teaching of the A-level Chemistry specifications. An additional focus will be on preparing students effectively for examinations.

**> DATE**

**London**  
**Tuesday 27 November 2019**

**> COURSE LEADER**

**John Coad** is a highly experienced A level Chemistry teacher and has led Chemistry Departments and whole Science Departments. He is an author of Chemistry resources, presenter and science advisor in England's largest LEA.

**> PROGRAMME****TIME****Bridging the gap between GCSE and A level Chemistry**

10.00 – 11.15am

- What makes a difference – guidance from research
- Which skills are needed for success? An examination of what determines outstanding A-level Chemists
- Checking the maths and literacy skills of students and ensuring these at the necessary standard
- Start from where the student is: don't assume GCSE chemistry is secure!
- Asking those challenging questions to ensure ongoing progress

Discussion: coffee break

11.15 – 11.30am

**Teaching strategies that stretch, challenge and engage**

11.30 – 12.45pm

- Active learning approaches for A-level Chemistry that extend understanding and learning
- Effective group work and how to use it to engage students
- Peer teaching: what works and how to push students through using it
- Enquiry is the base - starting from the practical to produce excellent Chemists

Lunch and informal discussion

12.45 – 1.45pm

**Enriching the Curriculum**

1.45 – 2.30pm

- Research tasks that give context and engagement
- Making the most of outside agencies and using this to make Chemistry outstanding
- Strategies and teaching methods for making Chemistry special in your school

**Preparing Students for Examinations**

2.30 – 3.30pm

- Preparing for different papers and different types of question
- Sharing the Assessment Objectives – using the AOs to help students take control of their own learning and exam technique
- Revision and intervention: making sure your students are working to the appropriate standard

**Plenary and Close**

3.30 – 3.45pm

- Summary – what Outstanding in A-level Chemistry looks like
- How to embed these skills after today
- Final questions

**> WHO SHOULD ATTEND?**

- > Chemistry teachers who want their teaching to be more engaging and more effective
- > New and experienced teachers who want some refreshing approaches
- > Those who want clear guidance on preparing for A level exams
- > Teachers who want to raise the profile of Chemistry in their school

**> BENEFITS OF ATTENDING**

- > Take away strategies to increase, extend and improve students' independent learning skills
- > Learn how to make learning more student-led so that it leads to excellent teaching and results
- > Gain clarity on preparing for the demands of exam papers, especially for high end students
- > Develop an understanding of how practical work can drive learning and how to make your coverage of this outstanding
- > Increase the impact of Chemistry in your school

**> IN SCHOOL INFO**

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**> COST: £269+VAT**



## > ABOUT THIS COURSE

This course is about developing successful learning for AQA A-level Chemistry that will ultimately lead to outstanding results. Understanding the processes and practices that facilitate learning will enable you to structure your teaching to maximise student potential. We will consider how we build understanding of various Chemistry concepts through innovative activities and approaches.

## > DATE

**London**  
**Tuesday 11 December 2018**

## > PROGRAMME

## TIME

### Building successful learning – an overview

10.00 – 11.15am

- Principles and processes of developing effective learners
- How to incorporate the latest research into strategies that lead to outstanding AQA exam results.
- Tips, tricks and techniques for attaining the highest grades on AQA papers

Discussion: coffee break

11.15 – 11.30am

### Enabling successful learners

11.30 – 1.00pm

- Developing an understanding of proportion in calculations from the mole to rate equations is the key to success
- Metacognitive approaches that enhance laboratory work and enable high performance in the written exams
- Scaffolding and developing skills in problem solving
- Linking learning across the specification leads to synoptic understanding and boosts AQA exam performance
- Reflection as an essential learning tool

Lunch and informal discussion

1.00 – 2.00pm

### Making the learning active

2.00 – 2.45pm

- Exploring approaches to active learning
- Flipping the learning in organic chemistry

### Assessment for learning

2.45 – 3.30pm

- How to use this powerful learning tool in a variety of contexts
- Putting the learner in charge through diagnostic testing

### Reflection: The key to successful teaching

3.30 – 3.45pm

- How to develop as a reflective practitioner

## > COURSE LEADER

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

## > WHO SHOULD ATTEND?

- > All teachers of AQA A Level Chemistry

## > BENEFITS OF ATTENDING

- > Apply the latest research into active learning and teaching to your AQA Chemistry course
- > Develop teaching strategies that lead to deep learning and ensure successful outcomes for your students
- > Understand how to develop your students as independent learners using metacognitive techniques
- > Recognise how different approaches to problem solving lead to effective ways to tackle unfamiliar questions in exams
- > Enhance laboratory learning through pre-laboratory activities
- > Use Assessment for Learning activities to boost exam performance
- > Know how to use effective questioning to facilitate learning

## > 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](mailto:online@keynote.org.uk)

> **COST: £269+VAT**



## > ABOUT THIS COURSE

This course is about developing successful learning for OCR 'A' A-level Chemistry that will ultimately lead to outstanding results. Understanding the processes and practices that facilitate learning will enable you to structure your teaching to maximise student potential. We will consider how we build understanding of various Chemistry concepts through innovative activities and approaches.

## > DATE

**London**  
**Wednesday 12 December 2018**

## > PROGRAMME

## TIME

### **Building successful learning for OCR Chemistry – an overview**

10.00 – 11.15am

- Principles and processes of developing effective learners for A Level Chemistry
- Incorporating the latest research into strategies that lead to outstanding exam results
- Tips, tricks and techniques for attaining the highest grades with OCR

Discussion: coffee break

11.15 – 11.30am

### **Enabling successful learners for A Level Chemistry**

11.30 – 1.00pm

- Developing an understanding of proportion in calculations from the mole to rate equations is the key to success
- Metacognitive approaches that enhance laboratory work and enable high performance in the OCR written exams
- Scaffolding and developing skills in problem solving, for outstanding final results
- Linking learning across the specification leads to synoptic understanding and boosts exam performance
- Reflection as an essential learning tool for OCR exams

Lunch and informal discussion

1.00 – 2.00pm

### **Making the learning active for OCR Chemistry**

2.00 – 2.45pm

- Exploring approaches to active learning that boosts student performance
- Flipping the learning in organic chemistry

### **Assessment for learning**

2.45 – 3.30pm

- Utilising AfL as a powerful learning tool in a variety of contexts
- Putting the learner in charge through diagnostic testing – high quality teaching and learning

### **Reflection: The key to successful teaching**

3.30 – 3.45pm

- How to develop as a reflective practitioner for A Level OCR Chemistry
- Final questions and answers

## > COURSE LEADER

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

## > WHO SHOULD ATTEND?

- > All teachers of OCR 'A' A Level Chemistry

## > BENEFITS OF ATTENDING

- > Apply the latest research into learning and teaching to your OCR Chemistry course
- > Develop teaching strategies that lead to deep learning and ensure successful outcomes for your students
- > Understand how to develop your students as independent learners using metacognitive techniques
- > Recognise how different approaches to problem solving lead to effective ways to tackle unfamiliar questions in OCR exams
- > Enhance laboratory learning through pre-laboratory activities
- > Build active learning into your lessons
- > Use Assessment for Learning activities to boost OCR exam performance
- > Know how to use effective questioning to facilitate learning



> ABOUT THIS COURSE

This course is designed for all who are teaching the first year of A level Chemistry, whichever specification you are following. Throughout the day there will be insights and strategies into how to make difficult concepts accessible and lay the foundations for outstanding results.

> DATE

**London**  
**Monday 05 November 2018**

> PROGRAMME

TIME

**Reflections and key messages**

10.00 - 10.45am

- Building on experiences of teaching the course
- Learning lessons from the examinations
- The empty vessel syndrome!

**Developing mathematical skills**

10.45 - 11.45am

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

Discussion: coffee break

11.45 - 12.00pm

**Practical assessment - From lab to written exam**

12.00 - 1.00pm

- Boosting performance
- Laying foundations for future exam success
- Learner-friendly approaches to maximise achievement

Lunch and informal discussion

11.00 - 2.00pm

**From multiple choice to extended response - Boosting examination performance**

2.00 - 3.00pm

- Making the most of multiple choice - tips, tricks and strategies
- Finding ways through questions set in unfamiliar contexts
- Marking for learning
- Assessing by level of response
- Maintaining consistent approaches is the key to success

**Preparing for excellent outcomes in Year 1 internal exams or the AS level**

3.00 - 3.40pm

- Planning active revision strategies from the outset of the course
- Maintaining learning momentum throughout the year

> COURSE LEADER

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

> WHO SHOULD ATTEND?

> All teachers of Year 1 A Level Chemistry

> BENEFITS OF ATTENDING

> Explore the key challenges in the first year of the A level course

> Develop your teaching and differentiation strategies to prioritise students of all abilities

> Focus on the different assessment challenges in practical work

> Build active revision into schemes of work from the outset of the course

> Prepare your students to perform well in examinations



> 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](mailto:online@keynote.org.uk)

> COST: £269+VAT



**> ABOUT THIS COURSE**

The second year of the A level Chemistry course has several topics that are challenging to students and difficult to teach. This course focuses on successful approaches that maintain motivation and nurture students who are struggling, whilst enabling the most able to achieve outstanding results.

**> PROGRAMME****TIME****Reflections on Year 2 of the specification – what are the challenges for teachers?**

10.00 – 10.20am

- Reflect on the unique challenges of Year 2 in the light of experience and the recent A level examinations, including feedback from the 2018 exams

**Outstanding teaching for the tougher topics in Physical Chemistry**

10.20 – 11.45am

- Techniques for teaching thermodynamics
- Strategies for helping students with rate equations
- Explaining electrode potentials and predicting redox reactions
- Tackling acid-base equilibria and calculating pH and buffers
- Strategies for ensuring students maintain progress on difficult topics throughout the academic year

Discussion: coffee break

11.45 – 12.00pm

**Year 2 Inorganic and Organic chemistry**

12.00 – 11.5pm

- Teaching approaches to the more challenging areas of transition metal chemistry
- From molecules to mechanisms in organic chemistry: key teaching approaches
- Amino acids, protein structure and DNA
- Devising synthetic routes in organic synthesis
- Teaching A level analytical techniques – how to improve performance so students produce what the examiners are looking for

Lunch and informal discussion

1.15 – 2.15pm

**Boosting examination performance in the A level exams**

2.15 – 3.00pm

- Making the most of multiple choice – tips, tricks and strategies
- Finding ways through questions set in unfamiliar contexts, including extended calculations
- Assessing by level of response
- Approaches for preparing students for Paper 1 and Paper 2
- Strategies for helping students with the assessment challenges of Paper 3

**Practical assessment in Year 2**

3.00 – 3.40pm

- From lab to written exam – boosting performance
- How to rise to challenges assessed in the written papers
- Learner-friendly approaches to maximise achievement

**> DATE**

**London**  
**Tuesday 13 November 2018**

**> COURSE LEADER**

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

**> WHO SHOULD ATTEND?**

- > All teachers of Year 2 A Level Chemistry
- > Heads of Chemistry
- > Heads of Science

**> BENEFITS OF ATTENDING**

- > Explore the key challenges in teaching the second year of the A level course
- > Encourage the development of thinking skills and active participation in problem solving
- > Effective teaching of the harder concepts/new topics
- > Maintain motivation and learning momentum in the second year of the course
- > Develop excellent exam technique for higher demand questions
- > Prepare students for the assessment challenges of Paper 3

**> 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](mailto:online@keynote.org.uk)

**> COST: £269+VAT**

**> 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****TIME****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

**> DATE**

**London**  
**Tuesday 04 December 2018**

**> COURSE LEADER**

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

**> WHO SHOULD ATTEND?**

- > All teachers new to teaching A level chemistry
- > Non-specialist teachers of A level Chemistry

**> 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

**> ABOUT THIS COURSE**

This new course, led by an experienced science teacher and educator who will be known to many of you, is designed for all teachers wishing to improve their students' skills and performance in AQA GCSE (9-1) Combined Science Chemistry.

The course will explore in depth the demands of the AQA GCSE Chemistry specification while developing practical strategies for teaching to support all levels of student ability.

**> DATE**

**London**  
**Tuesday 13 November 2018**

**> PROGRAMME****TIME****Emphasising big ideas in chemistry**

10.00 – 11.00am

- Unlocking the secrets of the periodic table
- Atomic vs. macro-scale chemistry
- Quantitative chemistry

Discussion: coffee break

11.00 – 11.20am

**Boosting your students' mathematical skills**

11.20 – 12.10pm

- Exploring the new increased maths demand
- Making links with the maths curriculum
- Making the most of resources to support with mathematical skills teaching

**MAD chemistry: Using Models, Analogies and Demonstrations**

12.10 – 1.00pm

- Using models to explain bonding
- Using analogies to teach atomic structure
- Using demonstrations for impact

Lunch and informal discussion

1.00 – 2.00pm

**Getting the best from practical work**

2.00 – 2.50pm

- Getting the balance of practical work and theory right
- Skills-based learning
- Application skills and required practical activities

Discussion: afternoon tea

2.50 – 3.10pm

**Boosting exam performance on the day**

3.10 – 4.00pm

- Command words and decoding questions
- Making the most of the reactivity series and periodic table
- Strategies for writing extended answers

**> COURSE LEADER**

**Pete Robinson** is an independent teaching and learning consultant and chartered science teacher. He is a highly experienced teacher, educator and science writer, and was Chair of the Association for Science Education in 2013-4.

**> WHO SHOULD ATTEND?**

> GCSE Chemistry Teachers

> Teachers new to GCSE Chemistry

> Heads of Science

> Teachers new to GCSE (9-1) specifications

**> BENEFITS OF ATTENDING**

> Increase understanding of how the big ideas in chemistry underpin learning

> Find out ways to improve students' maths skills

> Take away ideas for improving learning using models, analogies and demonstrations

> Develop strategies to improve student applications skills in practical work

> Learn strategies for students to boost exam performance

**> 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](mailto:online@keynote.org.uk)

> **COST: £269+VAT**



## > ABOUT THIS COURSE

With the new GCSE specifications being examined for the first time in summer 2018, it is a good time to reflect on what went well and which aspects need developing. This course uses feedback from AQA on the areas of teaching and assessing that do need improving, tying that in with good practice that maximises attainment for the highest ability students. The course will provide teaching strategies, ideas and methods to extend and stretch the most able, to ensure that they are as well prepared as possible for examinations in 2019 and beyond.

## > PROGRAMME

## TIME

### What are the specific challenges in GCSE chemistry for high ability students? 10.00 – 10.45am

- Consider the abstract nature of chemical processes and how this challenges students at the top end to produce excellent work throughout
- Identification of common Chemical misconceptions and how they can be addressed to ensure that students do not miss out on Grades at levels 7 to 9
- Topics that challenge both teachers and students and how to teach them to ensure final success
- Feedback from summer 2018 – what did able students do well and poorly and how does this affect our teaching

### Coping with the bulk of knowledge 10.45 – 11.30am

- Explore why making links across the curriculum is essential for students aiming for the top grades
- What are the key ideas in Chemistry and how do we get top level students to approach these at the correct standard?
- Emphasising patterns and principles
- Building synoptic understanding, for excellent exam answers

Discussion: coffee break 11.30 – 11.45am

### Teaching the difficult topics 11.45 – 1.00pm

- The mole concept – how is it best taught to those aiming for Grades 7 to 9
- Chemical equilibria – models aid understanding.
- Organic chemistry – not just a pile of facts!
- Energy changes – why reactions occur.
- Redox – a unifying concept
- Ensuring ongoing student progress and motivation throughout your AQA GCSE Chemistry teaching

Lunch and informal discussion 1.00 – 2.00pm

### Preparing top level students for Exams 2.00 – 2.45pm

- Consider the Assessment Objectives of the specification and what top level students find difficult; revision ideas to help them understand the importance and usefulness of the AOs
- Examine the different types of question and identify strategies for tackling them
- Analyse how to prepare students for high-demand questions
- Evaluate how you prepare top level students for the practical aspect of written papers

### Practical Work and its Assessment 2.45 – 3.30pm

- Ensuring clarity of learning objectives
- Building in applications of practical techniques and skills to stretch the most able
- The challenging aspects of Working Scientifically – hypothesising and planning
- Checking the mathematical demand is covered and well answered: strategies to understand marks are not lost needlessly in exams

### Stretching the More Able – a summary 3.30 – 4.00pm

- Increasing challenge in lessons
- Developing higher order thinking skills
- Making Chemistry more investigative
- Questioning to stretch and challenge
- Final questions and answers

## > DATES

**Manchester**  
**Monday 12 November 2018**

**London**  
**Monday 10 December 2018**

**London**  
**Thursday 28 February 2019**

## > COURSE LEADER

**John Coad** is a highly experienced A level Chemistry teacher and has led Chemistry Departments and whole Science Departments. He is an author of Chemistry resources, presenter and science advisor in England's largest LEA.

## > WHO SHOULD ATTEND?

- > All teachers of AQA GCSE Chemistry who want to ensure their most able students reach the top grades.

## > BENEFITS OF ATTENDING

- > Explore the specific challenges facing high ability students (and teachers) in AQA GCSE Chemistry
- > Develop strategies for ensuring top level students cope with the significant bulk of knowledge and utilise it appropriately in examinations
- > Explore how activities can be used to stretch learners aiming for Grades 7 to 9 and build synoptic understanding
- > Identify strategies to maximise attainment in the assessment of practical work and ensure excellent exam technique
- > Take away strategies for adding challenge to lessons



**> ABOUT THIS COURSE**

This new hands-on course is to support Chemistry teachers in building the foundations for students, so they are able to access and develop understanding of AQA GCSE Chemistry and ensure that students achieve the key grades of 4 and 5. Drawing on research informed ideas and feedback from the 2018 examinations, participants will look at how to scaffold and enable students to access the learning and succeed in the exams.

**> PROGRAMME****TIME****Learning from the Recent Exam Performance**

10.00 – 11.00am

- Examine key areas students at Grades 4 and 5 found difficult in AQA GCSE Chemistry in 2018
- Unpick the learning deficiencies this implies
- Consider the implications and solutions for AQA GCSE Chemistry teaching with your own students

Discussion: coffee break

11.00 – 11.15am

**Teaching Approaches to build a strong foundation in AQA Chemistry**

11.15 – 12.45pm

- The importance of the big ideas and the Chemistry story for mid-range learners
- Developing literacy and numeracy skills and understanding to aid learning
- Ideas for building memory, including recall and retrieval practice approaches
- Ensuring students are working to the correct AQA standard

Lunch and informal discussion

12.45 – 1.45pm

**Teaching Approaches to Deepen Understanding**

1.45 – 2.45pm

- Scaffolding learning to enable success for students at Grades 4 and 5
- Use of non linguistic representations to develop thinking
- Ideas to improve understanding of working scientifically for mid-range students

**Ensuring Grade 4 and 5 students perform in the AQA exams**

2.45 – 3.45pm

- A full exploration of ideas for supporting students in engaging with and performing well in a range of different types of AQA Chemistry exam questions

**Plenary and depart**

3.45pm

**> DATE**

**London**  
**Friday 01 March 2019**

**> COURSE LEADER**

**Jamie Sinclair** is an experienced teacher and examiner who regularly has 40% of his classes looking to read Chemistry/natural sciences at Russell Group universities.

**> WHO SHOULD ATTEND?**

- > All teachers of AQA GCSE Chemistry

**> BENEFITS OF ATTENDING**

- > Learn from feedback on the AQA GCSE Chemistry exams of areas where mid-range students struggled and how to strengthen these through your teaching
- > Explore a range of evidence-informed teaching approaches to support students in building key subject understanding
- > Consider how to scaffold students' learning in AQA Chemistry to allow students at Grades 4 and 5 to make progress throughout the course
- > Develop a range of practical methods to support students' performance and confidence

**> 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](mailto:online@keynote.org.uk)

**> COST: £269+VAT**

**> ABOUT THIS COURSE**

This course provides teachers new to AQA with an overview of the AQA GCSE course, useful information based on examiner reports from the 2018 exams and numerous strategies to create excellent, creative and safe Chemistry teaching to occur for pupils of all ability levels. The course will focus on specific classroom-based strategies to enhance the attainment of all pupils and behaviour management techniques more commonly used in science lessons than other areas of the curriculum.

**> PROGRAMME****TIME****Introduction. Structure of the exams and specification**

10.00 – 10.30am

- A review of the key topics and challenges for teaching AQA GCSE (9-1) Chemistry
- Planning your course – advice and guidance from an experienced teacher on how to establish your teaching for student success
- Examine how different question types are used in Chemistry exams and the significance of this for your teaching
- The importance of question weightings across higher and foundation papers
- Review and discuss examiner findings from the AQA 2018 exams and the significance for classroom practice
- Establishing the standard: mark example answers to confirm what the examiners are looking for

**Classroom-ready strategies and resources for Year 1 of the course**

10.30 – 11.30am

- Strategies and teaching methods to ensure students understand the fundamentals underpinning the entire 9-1 Chemistry course.
- Identifying and moving beyond common student misconceptions and fears
- Innovative ways to teach the complex elements of the specification
- Assessment for learning: how to get students to think at GCSE level throughout the course

Discussion: coffee break

11.30 – 11.50am

**How to cover the full specification content whilst retaining pace and interest**

11.50 – 12.50pm

- How to cascade topics and ensure student understanding
- How to differentiate for overall success when teaching
- Analysis and problem solving strategies, especially for less able students
- Different methods to stretch and support students in the run up to the exam

Lunch and informal discussion

12.50 – 1.50pm

**Teaching mixed groups and choosing the best tier entry for borderline students**

1.50 – 3.15pm

- Tier entries for borderline pupils: how to decide and strategies to maintain performance
- Practical advice and guidance on making the exam accessible to all students
- The significance of common tier questions and how that affects your teaching
- How to prepare students for answering longer response questions, with example answers to take away
- Accelerating the literacy and numeracy of students so they succeed in the exam

**Preparing for the exams**

3.15 – 3.45pm

- Revision strategies and methods that really work
- Embedding exam preparation throughout your teaching
- Teaching resilience and grit
- Bullet point an action plan to implement upon returning to school

**> DATE**

**London**  
**Friday 09 November 2018**

**> COURSE LEADER**

**Jamie Sinclair** is an experienced teacher and examiner who regularly has 40% of his classes looking to read Chemistry/natural sciences at Russell Group universities.

**> WHO SHOULD ATTEND?**

- > Newly qualified Chemistry Teachers
- > Chemistry teachers trained overseas
- > Chemistry teaching assistants
- > Chemistry teachers teaching outside their specialism

**> BENEFITS OF ATTENDING**

- > Develop good practices to use with all of your classes especially during practical lessons
- > Gain an insight into methods that allows pupils across the ability range to access the Chemistry curriculum at GCSE level
- > Learn how to differentiate material quickly and easily for excellent teaching
- > Take away a range of ready-made, yet adaptable resources to use with your classes
- > Increase the attainment of all your pupils and involve them in the target setting process

**> 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](mailto:online@keynote.org.uk)

**> COST: £269+VAT**



## > ABOUT THIS COURSE

This new course uses feedback from the 2018 OCR exams and expert focus on the areas of teaching and assessing practice that maximise attainment for the highest ability students. The course will provide teaching strategies, ideas and methods to extend and stretch the most able, as well as considering areas in which high ability students can perform even better in examinations, to ensure that they are as well prepared as possible for examinations in 2019 and beyond.

## > PROGRAMME

## TIME

### What are the specific challenges in OCR GCSE chemistry for high ability students?

10.00 – 10.45am

- Consider the abstract nature of chemical processes and how this challenges students at the top end to produce excellent work throughout
- Identification of common Chemical misconceptions and how they can be addressed to ensure that students do not miss out on Grades at levels 7 to 9
- Topics in the OCR specification that challenge both teachers and students and how to teach them to ensure final success
- Feedback from summer 2018 – what did able students do well and poorly and how this should affect our teaching of the OCR specification

### Covering the specification content whilst ensuring students retain and utilise the knowledge effectively

10.45 – 11.30am

- Explore why making links across the curriculum is essential for students aiming for the top grades
- What are the key ideas in Chemistry and how to we get top level students to approach these at the correct standard?
- Emphasising patterns and principles
- Building synoptic understanding, for excellent exam answers to OCR's question styles

Discussion: coffee break

11.30 – 11.45am

### Teaching the difficult topics

11.45 – 1.00pm

- The mole concept – how is it best taught to those aiming for Grades 7 to 9
- Chemical equilibria – models aid understanding.
- Organic chemistry – not just a pile of facts!
- Energy changes – why reactions occur.
- Redox – a unifying concept
- Ensuring ongoing student progress and motivation throughout your OCR GCSE Chemistry teaching

Lunch and informal discussion

1.00 – 2.00pm

### Preparing top level students for Exams

2.00 – 2.45pm

- Consider the Assessment Objectives of the specification and what top level students find difficult; revision ideas to help them understand the importance and usefulness of the AOs
- Examine the types of question and identify strategies for tackling them
- Preparing students for high-demand questions – how to vary your teaching appropriately
- Preparing top level students to use their Practical skills excellently in examinations

### Practical Work and its Assessment

2.45 – 3.30pm

- Ensuring clarity of learning objectives
- Building in applications of practical techniques and skills to stretch the most able
- The challenging aspects of Working Scientifically – hypothesising and planning
- Checking the mathematical demand is covered and well answered: strategies to understand marks are not lost needlessly in exams

### Stretching the More Able – a summary

3.30 – 4.00pm

- Increasing challenge in lessons to meet the high grade OCR standards
- Developing higher order thinking skills
- Making Chemistry more investigative and enthusing students at grades 7 to 9
- Questioning to stretch and challenge

## > DATES

**London**  
**Tuesday 30 October 2018**

**London**  
**Wednesday 13 February 2019**

## > COURSE LEADER

**John Coad** is a highly experienced A level Chemistry teacher and has led Chemistry Departments and whole Science Departments. He is an author of Chemistry resources, presenter and science advisor in England's largest LEA.

## > WHO SHOULD ATTEND?

- > All teachers of OCR GCSE Chemistry who want to ensure their most able students reach the top grades.

## > BENEFITS OF ATTENDING

- > Explore the specific challenges facing high ability students (and teachers) in OCR GCSE Chemistry
- > Develop strategies for ensuring top level students cope with the significant bulk retain the key specification knowledge and understand how best to utilise it in exams
- > Explore activities to stretch learners aiming for Grades 7 to 9 and build synoptic understanding
- > Identify strategies to maximise attainment in the assessment of practical work and ensure excellent exam technique
- > Take away strategies for adding challenge to lessons



# BIOGRAPHIES

## **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 Conoley is a highly 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.

## **Dr. Sara Jackson**

Dr. Jackson has over 15 years teaching experience in a variety of roles. In her recent role as a Lead Practitioner, she is part of the Senior Leadership team, responsible for Learning and Teaching in a large 11-18 comprehensive. With her extensive experience as KS4 coordinator and subject leader in Science and A level Biology, she has had the opportunity to lead a successful Science department and has implemented many changes in the Science syllabus across all key stages. When her school introduced the separate sciences as an option, over 40% of students achieved A/A\* at GCSE, which had a positive and sustained impact on A level Biology, Chemistry and Physics. Dr. Jackson is a well qualified scientist. She obtained her Ph.D. in Molecular Biology, has published research papers and has completed 10 years of scientific research. In teaching science, she has developed engaging and imaginative practical strategies and delivered outstanding lessons where pupils make excellent progress. As lead practitioner, she observes lessons, coaches and supports teachers and leads on CPD.

## **Pete Robinson**

Pete is an independent teaching and learning consultant and chartered science teacher. He is a highly experienced teacher, educator and science writer, and was Chair of the Association for Science Education in 2013-4.

## **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. As well as the above, Conor has also gained Alps 2 and Alps 3 grades with his four A2 groups, which is outstanding, as he is based in a large Sixth Form College with class sizes reaching up to 20 students.



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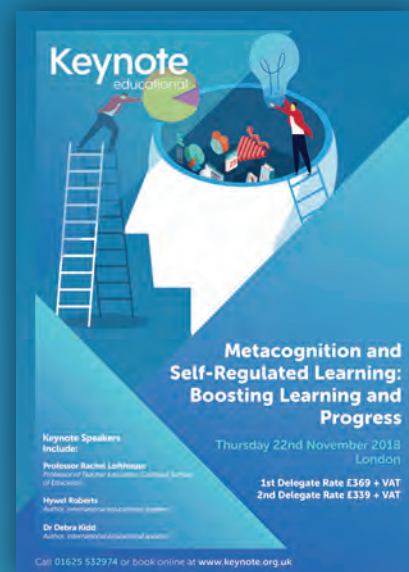
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Carnegie School of Education*

### Hywel Roberts

*Author, international educational speaker*

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