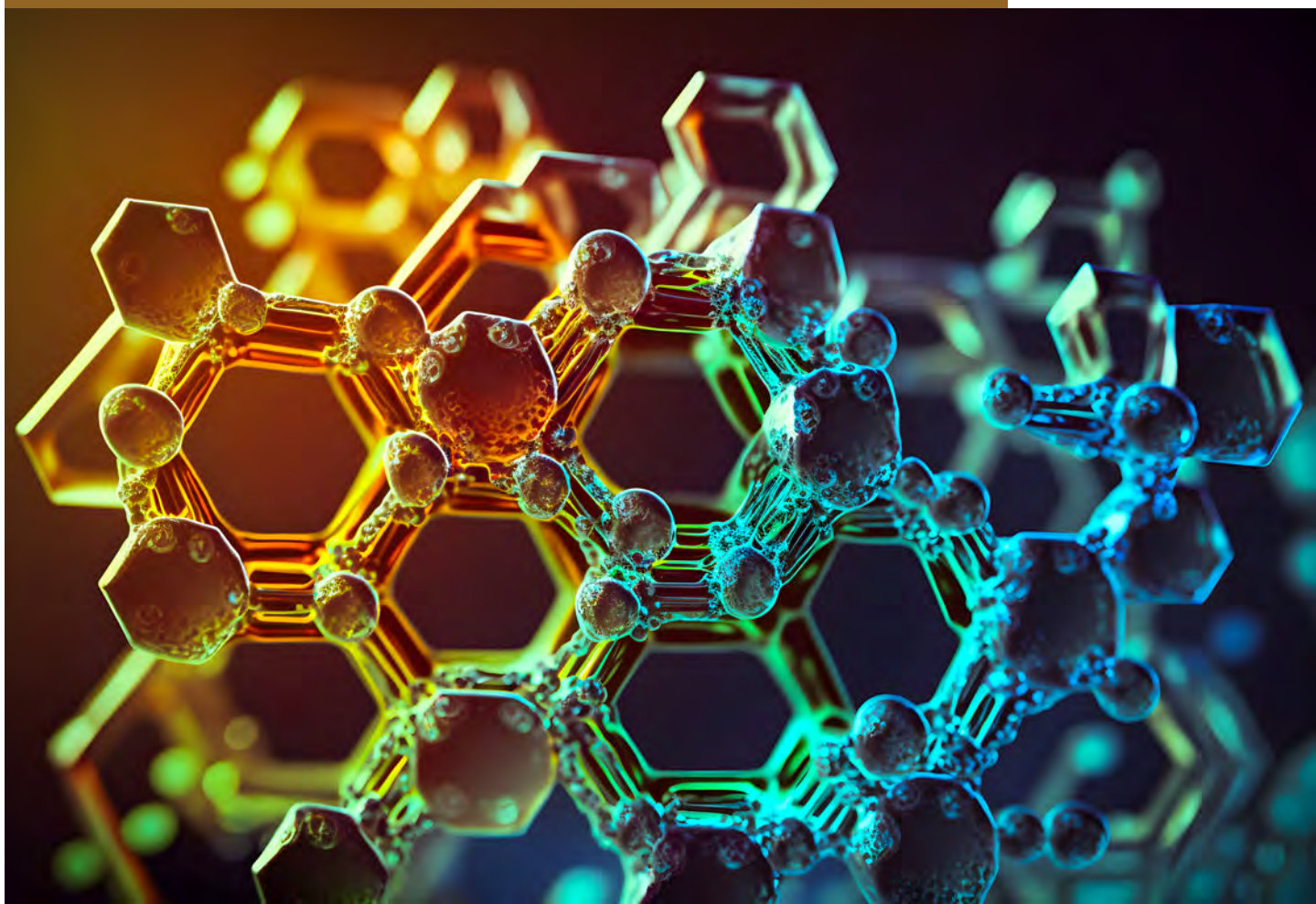


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## LEADERSHIP

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# NEW: STEPPING UP TO LEADERSHIP IN SCIENCE

CODE 9695

## ABOUT THIS COURSE

Aimed at newly appointed Heads of Science and those that aspire to a leadership role within Science, this practical course has been developed to examine the complex tasks faced by leaders of Science and the strategies necessary for success.

These are exciting and challenging times to lead in Secondary Science. Science faculties have the most rewarding subject to teach, and benefit from many developments and resources for teaching on social media. However, Science can be a more difficult subject to lead than others within a secondary school with a complex curriculum offer, shortages of qualified subject specialists, health and safety responsibilities and practical work with large teams and non-teaching staff to lead.

Delegates will take away practical strategies to enable them to hit the ground running, enabling them to keep on top of the day-to-day issues whilst developing their team and a shared strategic vision.

## PROGRAMME

### Getting Started: Analysing the challenges of Science leadership 10.00 – 10.45am

- What are the main duties and responsibilities as a leader in Science
- Identifying the challenges your department is facing
- Get to know your team and build quick relationships

Discussion: coffee break 10.45 – 11.00am

### Exploring the behaviours of an effective, inspiring and motivating leader 11.00 – 12.00pm

- Exploring the different skills needed to be personally excellent as a teacher, effective as a manager and inspirational as a leader
- Exploring the behaviours of successful leaders
- Understanding your natural style of leadership
- Exploring different styles of leadership and understanding when each style is effective and what the pitfalls might be
- Accountability: Setting the standards for high performance
- The power of your strategic plan and curriculum
- Using Assessment: Monitoring & Tracking

### Building your Team and Managing people with confidence 12.00 – 12.40pm

- How to build your team ethos
- Understanding when to manage and when to lead to get the best out of your team
- Managing the ways in which we communicate with our team
- Exploring different styles of leadership – from being brave enough to delegate or have the conviction to simply tell people what to do, and what the middle ground looks like
- Strategies to build relationships with all those around you to ensure you have support from all levels
- Getting everyone on board with your vision

Lunch and informal discussion 12.40 – 1.40pm

### Effective Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward 1.40 – 2.35pm

- Strategies for establishing, maintaining and promoting high quality teaching, learning and assessment in Languages
- Supporting your team with innovative and engaging teaching
- The importance of delegating and utilising the strengths of your staff
- Using data effectively for monitoring and feedback, to lead to outstanding student outcomes
- Get a “buzz” around Science through enrichment provision

Discussion: afternoon tea 2.35 – 2.40pm

### Dealing with challenging issues 2.40 – 3.20pm

- Monitoring staff performance to ensure outstanding student outcomes across the department
- Challenging underperformance, sustaining excellence and maintaining standards
- How to best support staff professional development in line with departmental needs
- Dealing with difficult conversations

### Selling yourself: How to get the job 3.20 – 3.40pm

- Alignment of values
- Writing your application and letter
- The interview day
- What might be involved and asked: exploring your preparation

LOCATION/DATE

London

Wednesday 13 March 2024

Thursday 20 June 2024

## COURSE LEADER

**Prishilla Narindar** is currently Deputy head of Faculty and Science lead at Henry Cort College. With over 10 years' experience in KS3 and KS4 science curriculum delivery in mainstream education and private tuition, she has led the local Science GCSE collaboration development group that partners with 8 schools and colleges. She has also successfully led active learning, cognitive load association and assessment workshops whilst coaching PGCE and ITT students for local partnerships.

## WHO SHOULD ATTEND?

- Newly appointed Heads of Science
- Aspiring leaders in Science
- Newly appointed subject leaders in Science
- Newly appointed key stage leaders in Science
- TLR holders in Science
- Heads of Science Faculties

## BENEFITS OF ATTENDING

- Examine how to set the parameters for a Science department to flourish
- Consider the importance of strategies to align your department with whole-school priorities
- Explore the importance and power of your strategic and curriculum planning
- Discuss and highlight the role of assessment and monitoring of pupil progress
- Introduction to middleleadership in schools, with real examples drawn upon by the course leader
- Discuss the process of applying, interviewing, and securing your place as a Head of Science

# OUTSTANDING LEADERSHIP OF A SCIENCE DEPARTMENT

CODE **9541**

## ABOUT THIS COURSE

Leading in Science can be both exciting and challenging. However, it's no secret that leading a Science department comes with unique complexities. The curriculum is intricate and there are shortages of qualified subject specialists and you'll bear the responsibility of ensuring health and safety compliance and overseeing practical work involving large teams and non-teaching staff.

In this new and updated course, we'll consider what it takes to achieve excellence in a Science department and the pivotal role of the Head of Science in maintaining this excellence. Delegates will take away practical and actionable strategies on how to tackle day-to-day challenges, develop the team and work towards a shared strategic vision.

Whether you are currently a Head of Science or aspire to hold such a position, this course is designed to cater to your interests and needs, unlocking the tools and insights to lead with confidence and success.

## PROGRAMME

### Leadership and Vision

10.00 - 10.30am

*Unleashing Leadership Brilliance in Science Departments*

- Explore key leadership qualities and skills tailored for a Science Department
- Practical applications and tips to elevate your department's performance
- Decipher the significance of vision and its pivotal role in values, strategy, and execution
- Guided session on crafting a compelling vision for your team, enriched with real-world examples

### Effective Techniques to Drive Department Improvement

10.30 - 11.20am

*Journey to Outstanding: Navigating School Inspections*

- Set your sights on excellence with insights into 'outstanding' practices
- Dive into research-backed, achievable tips for departmental improvement
- Elevate teaching and learning with a focus on top-end students, feedback strategies, higher-order thinking, and more
- Master the art of staff recruitment: asking the right questions, identifying excellence in interviews and lessons

Discussion: coffee break

11.20 - 11.40am

### Leading Outstanding Teaching and Learning

11.40 - 12.40pm

*Crafting a Legacy of Excellence in Science Education*

- Review research on outstanding teaching and learning
- Demystify preconceptions, explore student self-regulation, and balance with explicit instruction
- Delve into memory enhancement techniques: retrieval practice, spaced retrieval, interleaved practice
- Unlock the secrets of effective practical work and scientific vocabulary
- Transform your scheme of work into an outstanding educational roadmap
- Harness the power of assessment data for targeted intervention

Lunch and informal discussion

12.40 - 1.40pm

### Staff Development

1.40 - 3.00pm

*Nurturing Excellence at Every Level*

- Embrace the importance of continuous staff development
- Tailored tips for various staff experience levels, ensuring proactive growth
- Elevate science technicians with practical strategies
- Master the art of effective department communication and meetings
- Structure feedback conversations for positive change
- Create an outstanding department handbook, incorporating safety, ICT, SEND, and teacher consistency

Discussion: afternoon tea

3.00 - 3.10pm

### Optimal Time Management

3.10 - 3.30pm

*Efficiency Unleashed in Science Departments*

- Navigate time effectively using the Eisenhower Matrix
- Embrace the art of delegation even in challenging circumstances

LOCATION/DATE

**London**

**Wednesday 27 March 2024**

**Tuesday 09 July 2024**

## COURSE LEADER

**Dr Stephen Belding** is an accomplished teacher and Head of Chemistry at Rugby School. He attended St John's College, Oxford University, where he earned a degree in Chemistry (MChem) and a DPhil in Computational Electrochemistry. With a teaching career that commenced in 2012, Stephen has successfully instructed across five distinct exam specifications at three highly regarded schools in the UK. In 2022, he concluded his MEd research focusing on inspection reports and strategies for school improvement.

## WHO SHOULD ATTEND?

- Current Heads of Science Departments
- Aspiring Heads of Science
- Those wishing to take on a leadership role within a Science Department
- Senior leaders responsible for Science

## BENEFITS OF ATTENDING

- Consider what makes a Science department excellent, and the role of the Head of Science in achieving excellence.
- Look at ways in which a Head of Science can develop and improve teaching and learning within the department.
- Enhance your ability to recruit, lead, support and nurture teachers and technicians in the department.
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of Science position.
- Discuss the application of research-based techniques for effective time management and delegation.

# NEW: AQA A-LEVEL CHEMISTRY: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE 9652

## ABOUT THIS COURSE

This brand-new course for all teachers of AQA A-Level Chemistry will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward, fully preparing your students for success in the year ahead and beyond.

This interactive course will support and challenge teachers in equal measures. You will leave with a thorough overview of the main lessons to be learnt from previous examinations and a wide range of ideas, methods and approaches to prepare students to maximise their potential in the 2025 exams.

Emphasis will be made on the demands of the exams that are not met as well as they could be, and the implications this has for your A-Level teaching and learning.

## PROGRAMME

TIME

### The Exam - Reflections and Approaches

10.00 – 11.00am

- Feedback from recent exams: what is it essential to be aware of?
- The main factors that affect examination success in all 3 papers; the challenges experienced by candidates and how ways of teaching can facilitate a reduction in marks lost
- Deep-diving problem questions from the exam papers
- How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations
- Reflections on recent mark schemes and what this means moving forward
- Starting to make a plan of action- what should we do? How should we do it?

Discussion: coffee break

11.00 – 11.20am

### A Focus on Levelled Questions

11.20 – 12.20pm

- How do students answer compared to what the exam board want to see
- Strategies to decipher and meet the demands of the questions
- Managing synopticity
- AO3 clinic- ways to fix the AO3 success rate in your school

Lunch and informal discussion

12.20 – 1.20pm

### Short Answer Headaches

1.20 – 2.20pm

- Dealing with data in the manner that A-Level Chemistry expects
- Working with new and innovative methods to prepare students for the exams demands
- Deciphering where marks are lost
- Working on strategies to minimise the silly mistakes

Discussion: afternoon tea

2.20 – 2.30pm

### Moving Forward and Maximising Success in 2025 and Beyond

2.30 – 3.30pm

Summary of what we have learnt

Producing a plan of action to maximise student success in 2025

Specific lessons to be learnt and how to prevent them from happening again

Ensuring whole department success - managing staff and developing a progressive teaching culture that organically learns and improves

LOCATION/DATE

London

Wednesday 10 July 2024

## COURSE LEADER

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

## WHO SHOULD ATTEND?

- Teachers of AQA A-Level Chemistry
- Heads of Department
- Academic leads for Chemistry
- Prospective or new teachers of AQA A-Level Chemistry

## BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Gain an informed overview of key areas of concern
- Learn new and innovative ways to deliver areas that target these areas of concern
- Experience and try out novel pedagogy in the classroom
- Produce a strategic approach to maximise student success in 2025 and beyond



# OUTSTANDING ASSESSMENT, MARKING AND FEEDBACK IN AQA A-LEVEL CHEMISTRY

CODE **9546**

## ABOUT THIS COURSE

This brand-new course focuses on developing a deeper understanding of assessment in AQA A-Level Chemistry and provides opportunities to explore strategies to enhance exam performance for students of all attainment levels.

The course will enable teachers to develop their understanding and skills needed to assess student responses to the different question types on AQA A-Level Chemistry exam papers. The course will also emphasise those teaching and learning strategies which will best facilitate improvement in student performance with a focus on the role of assessment for learning.

## PROGRAMME

### Ensuring that you assess students' work in a reliably and time-effective manner

TIME

10.00 – 10.50am

- Understanding the different requirements and demands of the 3 exam papers
- Understanding the finer details of mark-schemes to know how marks are gained and lost
- Understanding how to use the Principal Examiner's to help future students – avoiding common errors and following the advice being offered by AQA
- The importance of the 'student learning outcomes' stated in the specification and the implications for teaching and learning
- Maximising the feedback provided for your centre via AQA's Enhanced Results Analysis (ERA)

Discussion: coffee break

10.50 – 11.10am

### Effective Assessment and Feedback to Students on Paper 1 Topics and Questions

11.10 – 12.00pm

- The most common student misconceptions of the paper 1 topics and how to challenge and eradicate these
- Using the AQA guidance provided in the Paper 1 reports to improve students' performance
- Recommended teaching and learning strategies for the trickiest topics in Paper 1
- Resources and assessment methods that have been found to improve students' understanding and performance in answering questions on the Paper 1 topics

### Effective Assessment and Feedback to Students on Paper 2 Topics and Questions

12.00 – 12.50pm

- The most common student misconceptions of the paper 2 topics and how to challenge and eradicate these
- Using the AQA guidance provided in the Paper 2 reports to improve students' performance
- Recommended teaching and learning strategies for the trickiest topics in Paper 2
- Resources and assessment methods that have been found to improve students' understanding and performance in answering questions on the Paper 2 topics

Lunch and informal discussion

12.50 – 1.50pm

### Effective assessment and feedback to students on the Paper 3 requirements

1.50 – 2.40pm

- Why students find Section A of Paper 3 the most difficult part of the A-level Chemistry assessment: where most of the marks are lost
- The AQA guidance on Paper 3, Section A from the reports and how best to implement these
- Recommended teaching and learning strategies for improving students' practical skills and how to improve their data analysis ability
- How to decide which OPTION is best for your students – the pros and cons of each and what the assessment data indicates

Discussion: afternoon tea

2.40 – 2.45pm

### Improving students' revision and exam technique

2.45 – 3.30pm

- The most reliable revision methods for students
- Getting the most from AQA past-papers and mark-schemes
- Detailed guidance on students' examination technique and to persuade them to follow these

LOCATION/DATE

**London**

**Wednesday 20 March 2024**

## COURSE LEADER

**Dr Caroline Evans** is the Head of Chemistry at Wellington College which she joined in September 2015. Prior to this she taught Chemistry at Canford School, Dorset for three years after she had graduated from the University of Bath in 2012 with a PhD in organic chemistry. She has been examining for nearly 10 years and is currently an Examiner for AQA Chemistry Paper 2 and Assistant Principal Examiner for Pearson GCSE Chemistry.

## WHO SHOULD ATTEND?

- All teachers of AQA A-Level Chemistry
- Curriculum Leaders of Science and Chemistry
- Teachers who are new to teaching A-level Chemistry

## BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A-Level Chemistry
- Discover what examiners are looking for in all exam Papers
- Improve your ability to analyse and improve student responses for the short-answer, long-answer and multiple-choice questions
- Special focus on the requirements of questions that test students' practical skills and their ability to analyse experimental data.
- How to help your students to become more self-sufficient.
- Take away strategies and approaches to maximise students' marks in the exams.

CODE 9305

**ABOUT THIS COURSE**

This course is designed for teachers who are new to teaching AQA A-Level Chemistry, or who wish to improve their understanding to enable their students to achieve higher grades. The sessions are designed to improve delegates' understanding of AQA A-Level Chemistry specification and ensure that candidates have the best opportunity to maximise their potential grades.

Delegates will receive new teaching approaches as well as key guidance in how to develop exceptional examination and practical techniques in AQA A-Level Chemistry to maximise students' success when delivering the course for the first time.

**PROGRAMME**

TIME

**Introduction: identifying methods that will enhance performance from the start**

10.00 – 11.15am

- Overview of the specification – introducing the scheme of work and baseline assessment
- How can you use mental models and metacognition to get the best out of your students
- Link with content from GCSE and highlight traditional areas where students can struggle
- Analysing the assessment criteria and looking how to incorporate AO1, AO2 and AO3 in your lessons
- Recognising which areas will be the most challenging and preparing for these
- Identifying your support network and making the most of it

Discussion: coffee break

11.15 – 11.30am

**Tackling the Challenging Content of AQA A-Level Chemistry**

11.30 – 12.15pm

- Planning and teaching the more demanding topics – what these are and how to factor them into your teaching
- Making complicated concepts easy; faded scaffolds and modelling
- Teaching ideas, related questions and supporting resources to help improve student understanding
- Teaching for the different types of questions, with examples, so that you can help students access all the available marks
- Formative assessment and feedback; how can this be threaded through all of your lessons to maximise pupil learning

**How to teach some of the conceptually hardest topics**

12.15 – 1.15pm

- Scaffolding mathematical content for both mathematicians and non-mathematicians ensuring stretch and challenge for all students
- Identifying where most marks are lost in exams and how to support students to ensure they minimise errors
- Teaching analytical techniques for exam success including NMR
- Breaking down the questions and fool proof support to answer NMR questions
- Maximising marks for A\* students
- Planning for success, teaching methodologies and using retrieval practice to boost student performance
- Teaching ideas with associated questions and resources
- Getting students involved in their learning – making theory 'practical'

Lunch and informal discussion

1.15 – 2.15pm

**Managing the Required Practical Activities**

2.15 – 3.15pm

- What you have to teach, what the students have to do and know
- How to mark Required Practicals and the information that AQA will expect
- The AQA standard at different grades and getting your students to reach it
- How to structure a programme of practical teaching and assessment that helps your students gain the best marks
- Structured v Investigative approaches – finding the opportunities
- Techniques to help students construct excellent written responses in the exams: where and why they can struggle in A-Level with this skill

**Effectively tackling the Exam Papers**

3.15 – 3.45pm

- How to approach teaching A-level exam skills with confidence
- Teaching towards the 'endgame', what language to use, ensure you are marking 'like the examiner' and secure grading
- Focus on essay structure in exams, how to pick up easy marks, and what top grade responses look like
- Marking and assessment strategies: supporting students to access the higher-level grades
- Extended answers – ideas for development

LOCATION/DATE

London

Wednesday 06 March 2024

Wednesday 26 June 2024

**COURSE LEADER**

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

**WHO SHOULD ATTEND?**

- All teachers new, or nearly new, to teaching AQA A-Level Chemistry
- Those who lack confidence, or who feel they would benefit from a refresher course

**BENEFITS OF ATTENDING**

- Obtain excellent understanding of the complexities of the AQA A-Level Chemistry specification
- Gain insight into the content, the exam structure and how the exams are marked
- Develop your teaching in specific topic areas to raise standard of achievement
- Examples of extended A-Level questions: how to prepare students to get the most possible marks

# AIMING FOR A/A\* IN AQA A-LEVEL CHEMISTRY

CODE 9306

## ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve Grades A & A\* in future AQA A-level Chemistry examinations. The course will explore the characteristics of A/A\* students identified in research and why and how we must challenge our most able Chemistry students.

Focused extensively on evidence-based teaching, learning and assessment practice as well as feedback from the most recent exams, you will leave with a vast range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A and A\* grade attainment.

Finally, we will look beyond the course to focus on preparing these students to continue studying Chemistry at university. The course is designed for teachers of AQA A-Level Chemistry, but would be of benefit to teachers of other exam boards as well.

## PROGRAMME

TIME

### Focus on the pedagogy; how can it unlock the potential of A/A\* students?

10.00 – 11.15am

- Mental models, metacognition and flipped learning; how can they be practically applied and what benefits will they deliver
- Review characteristics of A and A\* A-Level students
- How are A/A\* Grades achieved?

Discussion: coffee break

11.15 – 11.30am

### The Exams – Techniques and Tactics

11.30 – 1.00pm

- The key topics A/A\* students find most challenging and how to scaffold
- Techniques for memory retrieval and recall and application to examination questions
- Dissecting examination questions- vocabulary & command words
- Strategies to improve responses to exam questions and signposting
- Dealing with the maths; a look at some of the challenging areas of physical chemistry including: challenging titration questions, graphs and related questions, pH and buffers
- Mechanisms; how to embed the academic rigour required to maximise marks
- Avoiding potential hazards – what can cost a top student their A/A\* grade?

Lunch and informal discussion

1.00 – 2.00pm

### The key challenges for A/A\* students in the Papers

2.00 – 3.00pm

- Developing a deep understanding of core Chemistry concepts
- Practical questions; supporting students to write top level response questions every time
- Developing a personalised approach to note taking to support recall
- Activating prior knowledge to improve retention of key topic areas

Discussion: afternoon tea

3.00 – 3.15pm

### Stretching and Challenging the most able students

3.15 – 3.45pm

- Moving on from GCSE approaches – highlighting the teaching differences from the start of the A-Level course
- What makes a strong A-Level response? How can we build up to this?
- Using wider reading to prepare for exams
- RSC Olympiad resources and Cambridge Chemistry Challenge – using questions over and above recommended reading, preparing for Oxbridge
- Embedding RSC Olympiad resources and Cambridge Chemistry Challenge resources into schemes of work and lessons to stretch the most able students in Chemistry.
- Strategies for stretching A/A\* students in a mixed-ability classroom and challenging complacent high-achievers

LOCATION/DATE

London

Wednesday 20 March 2024

Wednesday 03 July 2024

## COURSE LEADER

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

## WHO SHOULD ATTEND?

- Teachers of AQA A-Level Chemistry
- Heads of Chemistry/Science
- Aspiring Heads of Chemistry/Science
- Teachers with responsibility for A-Level Chemistry

## BENEFITS OF ATTENDING

- Understand how applying current pedagogy regarding flipped learning and metacognition will transform your teaching of more able students
- Develop the use of mental models to promote student recall, supporting the teaching of the most challenging A-Level topics
- Develop greater understanding of the precision and detail that examiners are looking for in A/A\* students
- Find out more about the barriers to progression and ways to support highly able students to overcome them
- A detailed look at the different demands of questions and how to prepare students to answer them effectively
- Take away a range of innovative teaching ideas and electronic resources to help advance your most able students



# OUTSTANDING AQA A-LEVEL CHEMISTRY TEACHING: HOW TO GET ACROSS THE TOUGHEST TOPICS

CODE 9308

## ABOUT THIS COURSE

This brand-new course will explore the more difficult to teach topics in AQA A-Level Chemistry and is designed for all teachers who wish to ensure their students maximise their potential.

By providing a range of fresh and innovative teaching approaches to help students achieve a greater depth of understanding in these areas, the course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes.

Emphasis is placed on the content students (and occasionally teachers) often struggle with, the tough topics and strategies and approaches needed to teach them more successfully, how to wrestle with the challenges of the synoptic nature of the course and skills students need for successful exam performance.

## PROGRAMME

TIME

### Calculations; Time of Flight, Amount of Substance, Acids and Buffers

10.00 – 11.00am

- Scaffold calculations to provide a fool-proof method for students to follow
- How can mental models and long-term memory help access the hardest calculation questions?
- Teaching for success; both challenging A\* students and supporting lower attainment students to ensure they all achieve their potential

Discussion: coffee break

11.00 – 11.15am

### A2 trickier topics; Gibbs free energy, Standard Electrode Potential, Rate Equations

11.15 – 12.15pm

- How to simplify teaching of these topics with mental models to facilitate understanding
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade
- Teaching for success; both challenging A\* students and supporting lower attainment students to ensure they all achieve their potential

### Organic chemistry and NMR to maximise marks

12.15 – 1.15pm

- Methods to teach and revise organic chemistry to ensure student confidence and eliminate careless errors
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade
- Teaching for success; both challenging A\* students and supporting lower attainment students to ensure they all achieve their potential

Lunch and informal discussion

1.15 – 2.15pm

### Required practicals; how to ensure confidence in Paper 3

2.15 – 3.15pm

- Levelled questions; how are they marked and how can you help your students succeed
- Linking the practical to the theory
- Proven methods of revision to support your students
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade

### Exam Tactics and Techniques

3.15 – 3.40pm

- How to bring all the content together to prepare for the exam
- How to embed exam technique for students at different levels from an Examiner's perspective
- How to prevent key mistakes from being made
- Revision strategies... that work!

LOCATION/DATE

London

Wednesday 28 February 2024

## COURSE LEADER

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

## WHO SHOULD ATTEND?

- Heads of Science
- Heads of Chemistry
- Experienced and New Teachers of AQA A-Level Chemistry

## BENEFITS OF ATTENDING

- Focus on an area you teach and learn how to make synoptic links to other areas
- Receive informed lesson ideas and resources to make delivery easier and more effective
- Focus on key errors and mistakes that are commonly made
- Learn from previous marks schemes/ average scores attained and how issues can be addressed
- Network with fellow professionals
- Clarify any misconceptions in depth and theoretical
- Gain an Examiner's insight into the common mistakes made for these key topics

# AIMING FOR A/A\* IN OCR A-LEVEL CHEMISTRY

CODE 9309

## ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve Grades A & A\* in future OCR A-level Chemistry examinations. The course will explore the characteristics of A/A\* students identified in research and why and how we must challenge our most able Chemistry students.

Focused extensively on evidence-based teaching, learning and assessment practice as well as feedback from the most recent exams, you will leave with a vast range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A and A\* grade attainment.

Finally, we will look beyond the course to focus on preparing these students to continue studying Chemistry at university. The course is designed for teachers of OCR A-Level Chemistry, but would be of benefit to teachers of other exam boards as well.

## PROGRAMME

TIME

### Focus on the pedagogy; how can it unlock the potential of A/A\* students?

10.00 – 11.15am

- Mental models, metacognition and flipped learning; how can they be practically applied and what benefits will they deliver
- Review characteristics of A and A\* A-Level students
- How are A/A\* Grades achieved?

Discussion: coffee break

11.15 – 11.30am

### The Exams – Techniques and Tactics

11.30 – 1.00pm

- The key topics A/A\* students find most challenging and how to scaffold
- Techniques for memory retrieval and recall and application to examination questions
- Dissecting examination questions- vocabulary & command words
- Strategies to improve responses to exam questions and signposting
- Dealing with the maths; a look at some of the challenging areas of physical chemistry including: challenging titration questions, graphs and related questions, pH and buffers
- Mechanisms; how to embed the academic rigour required to maximise marks
- Avoiding potential hazards – what can cost a top student their A/A\* grade?

Lunch and informal discussion

1.00 – 2.00pm

### The key challenges for A/A\* students in the Papers

2.00 – 3.00pm

- Developing a deep understanding of core Chemistry concepts
- Practical questions; supporting students to write top level response questions every time
- Developing a personalised approach to note taking to support recall
- Activating prior knowledge to improve retention of key topic areas

Discussion: afternoon tea

3.00 – 3.15pm

### Stretching and Challenging the most able students

3.15 – 3.45pm

- Moving on from GCSE approaches – highlighting the teaching differences from the start of the A-Level course
- What makes a strong A-Level response? How can we build up to this?
- Using wider reading to prepare for exams
- RSC Olympiad resources and Cambridge Chemistry Challenge – using questions over and above recommended reading, preparing for Oxbridge
- Embedding RSC Olympiad resources and Cambridge Chemistry Challenge resources into schemes of work and lessons to stretch the most able students in Chemistry.
- Strategies for stretching A/A\* students in a mixed-ability classroom and challenging complacent high-achievers

LOCATION/DATE

London

Wednesday 13 March 2024

Wednesday 05 June 2024

## COURSE LEADER

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

## WHO SHOULD ATTEND?

- Teachers of OCR A-Level Chemistry
- Heads of Chemistry/Science
- Aspiring Heads of Chemistry/Science
- Teachers with responsibility for A-Level Chemistry

## BENEFITS OF ATTENDING

- Understand how applying current pedagogy regarding flipped learning and metacognition will transform your teaching of more able students
- Develop the use of mental models to promote student recall, supporting the teaching of the most challenging A-Level topics
- Develop greater understanding of the precision and detail that examiners are looking for in A/A\* students
- Find out more about the barriers to progression and ways to support highly able students to overcome them
- A detailed look at the different demands of questions and how to prepare students to answer them effectively
- Take away a range of innovative teaching ideas and electronic resources to help advance your most able students

# OUTSTANDING OCR A-LEVEL CHEMISTRY TEACHING: HOW TO GET ACROSS THE TOUGHEST TOPICS

CODE 9310

## ABOUT THIS COURSE

This brand-new course will explore the more difficult to teach topics in OCR A-Level Chemistry and is designed for all teachers who wish to ensure their students maximise their potential.

By providing a range of fresh and innovative teaching approaches to help students achieve a greater depth of understanding in these areas, the course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes.

Emphasis is placed on the content students (and occasionally teachers) often struggle with, the tough topics and strategies and approaches needed to teach them more successfully, how to wrestle with the challenges of the synoptic nature of the course and skills students need for successful exam performance.

## PROGRAMME

TIME

### Calculations; Amount of Substance, Acids and Buffers, Graphs and Arrhenius

10.00 – 11.00am

- Scaffold calculations to provide a fool-proof method for students to follow
- How can mental models and long-term memory help access the hardest calculation questions?
- Teaching for success; both challenging A\* students and supporting lower attainment students to ensure they all achieve their potential

Discussion: coffee break

11.00 – 11.15am

### A2 trickier topics; Gibbs free energy, Standard Electrode Potential, Rate Equations

11.15 – 12.15pm

- How to simplify teaching of these topics with mental models to facilitate understanding
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade
- Teaching for success; both challenging A\* students and supporting lower attainment students to ensure they all achieve their potential

### Organic chemistry and NMR to maximise marks

12.15 – 1.15pm

- Methods to teach and revise organic chemistry to ensure student confidence and eliminate careless errors
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade
- Teaching for success; both challenging A\* students and supporting lower attainment students to ensure they all achieve their potential

Lunch and informal discussion

1.15 – 2.15pm

### PAGS; how to ensure confidence in Paper 3

2.15 – 3.15pm

- Levelled questions; how are they marked and how can you help your students succeed
- Linking the practical to the theory
- Proven methods of revision to support your students
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade

### Exam Tactics and Techniques

3.15 – 3.40pm

- How to bring all the content together to prepare for the exam
- How to embed exam technique for students at different levels from an Examiner's perspective
- How to prevent key mistakes from being made
- Revision strategies...that work!

LOCATION/DATE

London

Wednesday 07 February 2024

## COURSE LEADER

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

## WHO SHOULD ATTEND?

- Heads of Science
- Heads of Chemistry
- Experienced and New Teachers of OCR A-Level Chemistry

## BENEFITS OF ATTENDING

- Focus on an area you teach and learn how to make synoptic links to other areas
- Receive informed lesson ideas and resources to make delivery easier and more effective
- Focus on key errors and mistakes that are commonly made
- Learn from previous marks schemes/ average scores attained and how issues can be addressed
- Network with fellow professionals
- Clarify any misconceptions in depth and theoretical application
- Gain an Examiner's insight into the common mistakes made for these key topics

# NEW: OUTSTANDING GCSE CHEMISTRY: TACKLING THE TOUGHEST TOPICS

CODE 9659

## ABOUT THIS COURSE

This brand-new course will explore the more difficult to teach topics in AQA GCSE Chemistry and is designed for all teachers who wish to ensure their students maximise their potential.

By providing a range of fresh and innovative teaching approaches to help students achieve a greater depth of understanding in these areas, the course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes.

Emphasis is placed on the content students (and occasionally teachers) often struggle with, the tough topics and strategies and approaches needed to teach them more successfully, how to wrestle with the challenges of the synoptic nature of the course and skills students need for successful exam performance.

Focused extensively on evidence-based teaching, learning and assessment practice as well as feedback from the most recent exams, you will leave with a vast range of resources and practical strategies that will enable you to meet the needs of your students and ultimately increase grade attainment.

## PROGRAMME

	TIME
<b>Using Metacognition techniques to tackle the tricky content</b> <ul style="list-style-type: none"> <li>● Activating prior knowledge to improve retention of key topic areas</li> <li>● Understanding how current pedagogy can be embedded into teaching to reduce the misconceptions and increase the confidence in the classroom</li> <li>● Simplifying the GCSE exam to utilise mental models techniques to scaffold student responses</li> <li>● Effectively teaching practical skills and comprehension so that students can maximise marks in levelled questions</li> </ul>	10.00 – 11.30am
Discussion: coffee break	11.30 – 11.45am
<b>Aiming for top grades in Paper 1; Atomic Structure and the Periodic Table, Bonding and Structure, Calculations including Titrations, Chemical changes including OILRIG and half equations</b> <ul style="list-style-type: none"> <li>● Scaffold calculations to provide a fool-proof method for students to follow</li> <li>● How can mental models and long-term memory help access the hardest calculation questions?</li> <li>● Teaching for success; both challenging more able students and supporting lower attainment students to ensure they all achieve their potential</li> </ul>	11.45 – 12.45pm
Lunch and informal discussion	12.45 – 1.30pm
<b>Aiming for top grades in Paper 2; Rates and Le Chatelier, Organic Chemistry and Polymers, Identifying Ions, The Atmosphere, Using Resources including the Haber Process</b> <ul style="list-style-type: none"> <li>● How to simplify teaching of these topics with mental models to facilitate understanding</li> <li>● Levelled questions; how are they marked and how can you help your students succeed</li> <li>● Avoiding potential hazards – what can cost a top student their grade 9?</li> </ul>	1.30 – 2.30pm
<b>Exam technique skills that make the difference</b> <ul style="list-style-type: none"> <li>● Dissecting examination questions- vocabulary &amp; command words</li> <li>● Strategies to improve responses to exam questions and signposting</li> <li>● How to bring all the content together to prepare for the exam; Revision strategies ....that work!</li> <li>● Understand from an Examiner the common mistakes that students make and how can you ensure that this does not impact on their exam</li> </ul>	2.30 – 3.00pm

LOCATION/DATE

London

Wednesday 12 June 2024

## COURSE LEADER

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

## WHO SHOULD ATTEND?

- Non-specialist Teachers of GCSE Chemistry
- New and Experienced Teachers of GCSE Chemistry
- Heads of Chemistry
- Heads of Science

## BENEFITS OF ATTENDING

- Focus on an area you teach and learn how to make synoptic links to other areas
- Receive informed lesson ideas and resources to make delivery easier and more effective
- Focus on key errors and mistakes that are commonly made
- Learn from previous marks schemes/ average scores attained and how issues can be addressed
- Network with fellow professionals
- Clarify any misconceptions in depth and theoretical application
- Gain an Examiner's insight into the common mistakes made for these key topics

# NEW: GCSE CHEMISTRY: INCREASED RESULTS FOR LOWER PERFORMING STUDENTS

CODE 9658

## ABOUT THIS COURSE

For Combined students, the academic level and volume of content in the new Chemistry Combined GCSE can have a detrimental effect on their overall Science grade.

This brand-new course is aimed at teachers working with mixed ability and lower attaining students who are looking to maximise the student potential in their Combined and Triple Chemistry GCSE. The course covers a range of effective teaching and assessment strategies, monitoring, early intervention and exam technique and approaches that improve confidence, effort and achievement. The course provides a comprehensive toolkit that adds value and will help learners excel in their exam performance. The course is designed for teachers of AQA GCSE Chemistry, but would be of benefit to teachers of other exam boards as well.

## PROGRAMME

TIME

### Understanding the issue

10.00 – 11.30am

- Using current pedagogy to understand why do less able students struggle with the Chemistry content
- How to embed subject knowledge and assess understanding so that lower ability learners thrive
- Developing synoptic skills to understand and link key concepts
- Effectively teaching practical skills and comprehension so that students can maximise marks in levelled questions
- Monitoring & early intervention strategies that positively impact on student performance
- Planning your teaching order for students to learn the basics and encourage confidence

Discussion: coffee break

11.30 – 11.45am

### Identifying the Topics in Paper 1 that cause issues and finding solutions

11.45 – 12.45pm

- Breaking down the Periodic Table
- The language of structure and bonding; and how to reduce the number of lessons to embed the fundamental concepts
- Calculations; methods to help students understand the content that will make the difference
- Ideas and activities to embed the key terms
- Strategies to improve exam technique in practical-based questions

Lunch and informal discussion

12.45 – 1.30pm

### Identifying the Topics in Paper 2 that cause issues and finding solutions

1.30 – 2.30pm

- The language of Le Chatelier to facilitate understanding in all students
- Embedding the basics; pure, formulations, chromatography and gas tests
- Explore how the atmosphere and pollutants can be demystified
- Making Potable water and LCA's interesting
- Ideas and activities to embed the key terms
- Strategies to improve exam technique in practical-based question

### Exam technique skills that make the difference

2.30 – 3.00pm

- Embed exam technique into your teaching to enhance the performance of lower ability students
- Driving student progress through marking and feedback
- Methods to help students understand how the exam are marked and ways to help students use this knowledge
- Understand from an Examiner the key areas where weaker students lose marks

LOCATION/DATE

London

Wednesday 24 April 2024

## COURSE LEADER

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

## WHO SHOULD ATTEND?

- Non-specialist Teachers of GCSE Chemistry
- New and Experienced Teachers of GCSE Chemistry
- Heads of Chemistry
- Heads of Science

## BENEFITS OF ATTENDING

- Utilise techniques to quickly identify underperformance and implement effective support strategies for success
- Increased understanding of how to motivate underachieving learners and improve exam performance
- How to teach challenging topics
- Techniques for tackling synoptic and data handling questions with confidence
- Develop effective teaching and learning techniques to help lower ability learners to retain knowledge and better understand concepts
- How to prepare your students for questions examining the required practicals
- Equip you with strategies to support students and accelerate their progress



# NEW: TRANSITION FROM GCSE TO A LEVEL CHEMISTRY: REDUCING THE MISCONCEPTIONS

CODE 9660

## ABOUT THIS COURSE

This course is aimed at teachers working with mixed ability students who are looking to increase the uptake of A level Chemistry and ensure the building blocks are in place to access top marks in both GCSE and A level examinations. The course covers a range of effective teaching and assessment strategies, monitoring, early intervention and exam technique and approaches that improve confidence, effort and achievement. The course provides a comprehensive toolkit that adds value and will help learners excel in their GCSE and AS exam performance.

## PROGRAMME

### What is the issue?

10.00 – 11.35am

- Understanding the similarities and differences from a student's perspective moving from GCSE to A level Chemistry
- How utilising pedagogy can help break down the learning
- Implementing lesson plans to ensure that students understand key concepts.
- Develop effective techniques to help lower ability learners to retain knowledge and develop skills.
- Lesson strategies that address difficult concepts where students experience difficulties

Discussion: coffee break

11.35 – 11.50am

### Monitoring & early intervention strategies that positively impact on student performance and engagement

11.50 – 12.30pm

- Techniques to quickly identify underperforming students and implement strategies to effectively support them.
- Using a range of monitoring tools to track performance, recognise underachievement and motivate learners.
- Explore early intervention strategies that engage learners and develop independent learning skills
- Implementing mastery tests to identify students who haven't grasped the fundamental concepts
- Driving student progress through marking and feedback.

Lunch and informal discussion

12.30 – 1.30pm

### The Exams: Practical Strategies to raise attainment levels and enhance exam performance

1.30 – 2.15pm

- Embed exam technique into your teaching to enhance the performance of all ability students
- Explore assessment strategies to help learners identify where they need to improve and how to achieve this.
- How to effectively use feedback.
- Methods to help students understand how the exam are marked and ways to help students use this knowledge
- How to tackle questions set in both a theoretical and practical context.
- Improve your students' confidence in being able to analyse, interpret and evaluate information, data and ideas.

### How to ensure practical skills are developed ready for KS5 and effectively utilised in exam questions

2.15 – 2.45pm

- Strategies to enable students to demonstrate these competencies consistently and routinely
- Developing and assessing the more challenging skills e.g. opportunities for students to select equipment and measurement strategies or to make adjustments when necessary.
- Researching, referencing and reporting – skill-building ideas to develop students' competence in using secondary sources to support planning and conclusion

### Exam Success: Preparing students for the Practical assessments

2.45 – 3.15pm

- Using the language of measurement – ideas and activities to embed the key terms
- Strategies to improve exam technique in practical-based questions
- Examples of questions testing different assessment objectives

LOCATION/DATE

London

Wednesday 19 June 2024

## COURSE LEADER

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

## WHO SHOULD ATTEND?

- Non-specialist teachers of GCSE Chemistry
- Heads of Department
- Academic leads for Chemistry
- Prospective or new teachers of A-Level Chemistry

## BENEFITS OF ATTENDING

- Understand why students struggle with both GCSE and A level Chemistry and how to break down and simplify learning
- How to teach challenging topics
- Utilise techniques to quickly identify underperformance and implement effective support strategies for success
- Increased understanding of how to motivate underachieving learners and improve exam performance
- Techniques for tackling synoptic and data handling questions with confidence
- Develop effective teaching and learning techniques to help lower ability learners to retain knowledge and better understand concepts
- Gain insight into the content, the exam structure and the how exams are marked

CODE 9550

**ABOUT THIS COURSE**

This new course provides teachers new to teaching GCSE Chemistry, useful information based on examiner reports from the most recent exams, including numerous strategies to create excellent, creative and safe Chemistry teaching for students of all ability levels.

Offering an introduction and overview of GCSE Chemistry, providing essential skills and tips in how to effectively deliver content, ensuring maximum student engagement and maximum attainment. The course is suitable for anyone just starting to teach, in their first few years of teaching or lacking confidence in teaching GCSE Chemistry.

**PROGRAMME**

TIME

**Understanding and Structuring GCSE Chemistry**

10.00 - 10.40am

- Key topics, concepts, and learning outcomes for teaching GCSE Chemistry
- Exploring the progression of topics and building connections between concepts
- Planning your course and establishing your teaching for student success
- Examine the different question types used in Chemistry exams
- Examiner findings from the 2023 exams and the significance for classroom practice

**Innovative Ways to Teach the Complex Elements of GCSE Chemistry**

10.40 - 11.25am

- Strategies and teaching methods to ensure students understand the fundamentals underpinning GCSE Chemistry
- Sequencing and cascading topics successfully
- Innovative ways to teach the complex elements of GCSE Chemistry
- Analysis and problem-solving strategies, especially for less able students
- Addressing common misconceptions and challenging topics
- Encouraging student questions and fostering intellectual curiosity in Chemistry
- How to get students to think at GCSE level and above throughout the course

Discussion: coffee break

11.25 - 11.45am

**Outstanding Pedagogy: Absorbing and Interactive Learning to Enhance Student Engagement**

11.45 - 12.30pm

- Principles of effective lesson planning: objectives, structure, and differentiation
- Designing engaging and interactive learning activities for different topics
- Integrating real-world applications of Chemistry to enhance student engagement
- Establishing a positive and inclusive classroom environment
- Strategies for managing behaviour, engaging reluctant learners, and promoting active participation
- Incorporating digital tools, simulations and online resources

Lunch and informal discussion

12.30 - 1.30pm

**Practical Work and Laboratory**

1.30 - 2.15pm

- Identifying the essential practical experiments and integrating them into lessons effectively
- Adapting experiments to different classroom settings and available resources, ensuring laboratory safety: guidelines, risk assessments, and best practices

**Assessment, Marking and Feedback: Getting the Best out of your Students**

2.15 - 2.55pm

- Exploring diverse assessment methods: formative, summative and self-assessment
- What are examiners looking for in student responses?
- Practical advice and guidance on making the exam accessible to all students
- Common questions and question types and how to construct your own that align with GCSE Chemistry specifications
- How to prepare students for answering longer response questions
- Providing constructive feedback to support student progress and development

Discussion: afternoon tea

2.55 - 3.00pm

**Preparing for the Exams**

3.00 - 3.15pm

- Adaptive teaching methods to stretch and support all students in the run up to the exams
- Revision strategies and methods that really work
- Teaching resilience and grit
- Bullet point an action plan to implement upon returning to school

LOCATION/DATE

**London****Tuesday 05 March 2023****Tuesday 25 June 2024****COURSE LEADER**

**Prishilla Narindar** is currently Deputy head of Faculty and Science lead at Henry Cort College. With over 10 years' experience in KS3 and KS4 science curriculum delivery in mainstream education and private tuition, she has led the local Science GCSE collaboration development group that partners with 8 schools and colleges. She has also successfully led active learning, cognitive load association and assessment workshops whilst coaching PGCE and ITT students for local partnerships.

**WHO SHOULD ATTEND?**

- Newly qualified GCSE Chemistry Teachers
- Chemistry teachers teaching outside their specialism

**BENEFITS OF ATTENDING**

- Develop excellent 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 Chemistry at GCSE level
- Learn how to differentiate material quickly and easily for excellent teaching
- Explore how to increase the attainment of all your pupils and involve them in the target setting process
- Deepened understanding of GCSE Chemistry and its key concepts
- Enhanced pedagogical skills for explaining complex Chemistry topics
- Practical strategies to engage students, manage classrooms, and assess progress effectively

CODE 9311

**ABOUT THIS COURSE**

This course, designed for all teachers of GCSE Chemistry is focused on meeting the demands of the higher-level marking bands. It will focus on exploring the characteristics of work produced by students working at the highest levels and examine a range of teaching materials designed to secure the best possible outcomes.

The course will cover what is expected of high ability students and outline ways in order to successfully build on your own teaching practice and embed new methods of working.

Using examples of pupils' work and model answers throughout, the course will look at the common features of top-level work. The course will also demonstrate teaching approaches for the toughest topics, leading up to preparing pupils for the examinations.

**PROGRAMME**

TIME

**Focus on assessment demands for Grades 7-9, including feedback**

10.00 – 11.00am

- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Consider the most effective models for delivery of the course to ensure effective assessment practice across 2 years and in both components
- Review characteristics of Grade 7-9 GCSE Chemistry students in the GCSE
- Lessons learnt from the 2022 examination series – what students need to do to ensure that they achieve the highest grades in 2023

Discussion: coffee break

11.00 – 11.15am

**Achieving top grades in Paper 1**

11.15 – 12.30pm

- Review example Paper 1 responses at Grades 7-9: what top level students do
- Exploring the content of this paper that will particularly fire the imagination of very able students
- Differentiated teaching approaches for Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes which stretch and challenge the very able students
- Characteristics of the most successful candidates in this component
- Approaches to the open response questions – ways to develop the skills required
- What examiners are looking for in questions on Paper 1
- Examples of outstanding answers
- What moves a student on from a grade 7 – to grades 8 and 9 on the exam

Lunch and informal discussion

12.30 – 1.30pm

**Aiming for grades 7-9 in Paper 2**

1.30 – 2.30pm

- Teaching to the key characteristics demonstrated by able students which examiners look for
- Identifying and understanding question types on the rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources
- Examining strong exemplar responses to the focussed extract questions for this section
- What examiners are looking for in questions on Paper 2
- What moves a student from Grade 7 to Grades 8 and 9 on the exam
- How to support students in developing a top-grade response

Discussion: afternoon tea

2.30 – 2.40pm

**Exams: Tactics for achieving the highest grades**

2.40 – 3.15pm

- What are the most common errors made by higher ability pupils?
- Revision ideas to help pupils achieve the highest grades.
- How to maximise the available time in the examination
- Reviewing, marking and feeding back on specimen scripts
- Giving good quality, specific feedback to students

**Beyond the classroom: ideas for the most able GCSE Chemists**

3.15 – 3.30pm

- Different ideas to keep the pupils interested
- Stretch and challenge without intimidation
- Beyond the classroom and the curriculum: educational visits and trips
- Looking ahead to Chemistry A-Level

LOCATION/DATE

London

Wednesday 10 July 2024

**COURSE LEADER**

**Prishilla Narindar** is currently Deputy head of Faculty and Science lead at Henry Cort College. With over 10 years' experience in KS3 and KS4 science curriculum delivery in mainstream education and private tuition, she has led the local Science GCSE collaboration development group that partners with 8 schools and colleges. She has also successfully led active learning, cognitive load association and assessment workshops whilst coaching PGCE and ITT students for local partnerships.

**WHO SHOULD ATTEND?**

- Heads of Science/Chemistry
- Teachers of AQA GCSE Chemistry
- Teachers aiming to boost the higher achievers

**BENEFITS OF ATTENDING**

- Develop an understanding of the level descriptors and how pupils should apply them
- Discuss sample answers at grade 7 – 9 to identify key characteristics, and the approach of the examiner
- Increase awareness of why top students underachieve
- Provide and discuss different ways of teaching a content-heavy course
- Develop an understanding of the potential hazards students face when studying GCSE Chemistry

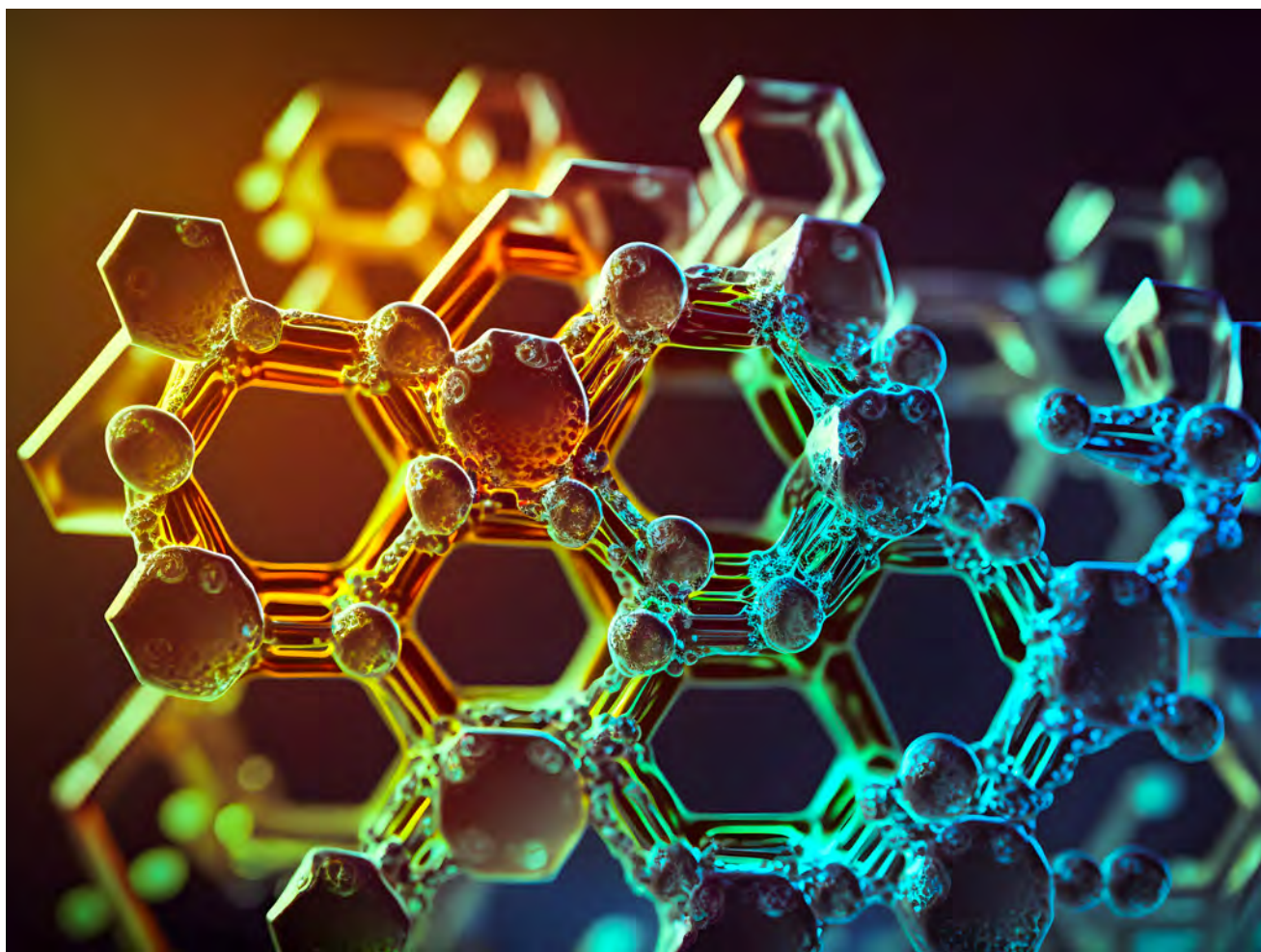
## BIOGRAPHIES

**Dr Stephen Belding** is an accomplished teacher and Head of Chemistry at Rugby School. He attended St John's College, Oxford University, where he earned a degree in Chemistry (MChem) and a DPhil in Computational Electrochemistry. With a teaching career that commenced in 2012, Stephen has successfully instructed across five distinct exam specifications at three highly regarded schools in the UK. In 2022, he concluded his MEd research focusing on inspection reports and strategies for school improvement.

**Dr Caroline Evans** is the Head of Chemistry at Wellington College which she joined in September 2015. Prior to this she taught Chemistry at Canford School, Dorset for three years after she had graduated from the University of Bath in 2012 with a PhD in organic chemistry. She has been examining for nearly 10 years and is currently an Examiner for AQA Chemistry Paper 2 and Assistant Principal Examiner for Pearson GCSE Chemistry.

**Dee Martin** is Head of Chemistry & STEM at Prince Henry's High School in Evesham, an Academy with a non-selective intake. She is an experienced AQA A-Level Chemistry examiner and currently delivers revision courses to many schools across the country guiding teachers in preparing for exams and helping to raise student grades.

**Prish Narindar** is currently Deputy head of Faculty and Science lead at a school in Hampshire. With over 10 years' experience in KS3 and KS4 science curriculum delivery in mainstream education and private tuition, she has led the local Science GCSE collaboration development group that partners with 8 schools and colleges. Prish has also successfully led active learning, cognitive load association and assessment workshops whilst coaching PGCE and ITT students for local partnerships. She has also successfully piloted the able students programme in collaboration with local secondary schools, and has worked with Hampshire HIAS group to develop and strengthen science curriculum delivery.





# GCSE and A-Level In-School Student Revision Sessions

We know that every school is unique, and we can work with you to create a tailored student revision session that is bespoke to your needs.

We can offer a full range of subject specific, exam board specific GCSE and A-Level student revision sessions, all of which can be tailored and customised by your school's requirements.

## Benefits of bringing Keynote Educational into Your School

- Over 20 years of experience **providing student revision sessions**, regularly running multiple sessions throughout the year at individual schools
- **Dedicated team of specialist examiner experts**; these individuals are not only experts in their particular fields but also familiar with delivering to student groups, and understand the need to make the days enriching, stimulating, informative and worthwhile
- **Invaluable, reliable and enriching** source of extra boost for students, and teachers
- Receive **key messages and feedback** from the 2023 June examinations
- Students will take away **first hand guidance** and crucial insight along with great strategies for structuring their answers and techniques to **build strong answers for success in the 2024 examinations**

You may also be interested in bringing into your school our new student sessions that specifically focus on **successful study habits, good retrieval, recall and revision techniques**, how successful students learn differently and so on. These are generic sessions, and can be tailored for specific year groups, for half days or full days, tailored once again to suit.

### Find out more:

 [keynoteeducational.co.uk/in-school](https://www.keynoteeducational.co.uk/in-school)

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

 **01625 532974**



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