

**SUMMER 2023**

**ENGLISH**



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# NEW: LEADING AN OUTSTANDING ENGLISH DEPARTMENT

CODE 9381

## ABOUT THIS COURSE

These are exciting and challenging times to lead in an English department. This course considers what excellence in an English department looks like, and the role a Head of English has in helping to achieve and maintain such excellence. It examines strategies for optimising teaching and learning, and for maintaining the high profile position of English within a school.

It will conclude with an overview of what the working year of a Head of English involves, and of the opportunities and challenges the job presents at various stages in its life cycle. It will offer constructive, pragmatic advice derived from experience, and will aim to incorporate lively discussion and Q&A sessions. Delegates will leave equipped with effective practical strategies and ideas.

This course is designed for current Heads of English and for anyone interested in holding such a position, or in contributing to the management of an English department.

## PROGRAMME

### What Is A Successful English Department? 10.00 – 10.40am

- Establishing and maintaining the quality of teaching and learning
- Setting the standards of English throughout the school, from Year 7 upwards
- Setting the standard of Literacy within the school; created a culture where all departments demonstrated commitment to reading
- Successful leadership through communicating the vision, conveying the culture, and maintaining high expectations around literacy

Discussion: coffee break 10.40 – 11.00am

### Leading Outstanding Teaching & Learning In English 11.00 – 12.15pm

- The role of the HoD in planning and managing T&L: possibilities and limitations
- Implementing effective strategies to ensure a consistent and effective experience for all learners
- Opportunities for a Head of English to model outstanding teaching and learning
- Making effective use of assessment and assessment data
- Understanding when to be restrictive and when to allow creative autonomy
- Using a range of monitoring tools to track performance, recognise underachievement and motivate learners in order that they meet the needs of a developing curriculum

Lunch and informal discussion 12.15 – 1.15pm

### Leading Your Team As A Successful Head Of English 1.15 – 2.15pm

- Modelling excellent teaching and learning, via excellent pedagogy
- Can all of members of your team stretch and challenge pupils to achieve grades 8 and 9?
- Reviewing the qualities and vision of an outstanding Head of English
- Strategies to get your team pulling in the same direction
- Evaluating your department and acting upon this effectively
- Managing whole-school literacy

Discussion: afternoon tea 2.15 – 2.30pm

### How It Works: The Head Of English 2.30 – 3.30pm

- Managing one's time and workload: variables and the work-life balance
- The pros and cons of delegation
- Planning ahead and finding time to do so
- Preparing for Inspections
- Department evaluation – driving up improvements to enhance performance
- Maintaining freshness and enthusiasm: professional and intellectual development
- Peaks, troughs and the long run: responding to success and failure
- Working with the SLT; the confidence to champion and compromise

LOCATION/DATE

London

Friday 30 June 2023

Friday 08 December 2023

## COURSE LEADER

**Patrick Collins** is Deputy Headteacher for Teaching & Learning at Forest Gate Community School in London. He has been part of the development of Forest Gate Community School into one of the highest performing schools in the country. Patrick has worked with the English department on its journey to becoming the TES 'Best English department in England' in 2020. He is a teacher of English Language and Literature, as well as a qualified SENDCo, and has worked within the CST as a Regional Director for Vulnerable Students.

## WHO SHOULD ATTEND?

- Heads of English
- Aspiring/Newly appointed Heads of English

## BENEFITS OF ATTENDING

- Consider what makes an English department excellent, and the role of the Head of English in achieving excellence
- Look at ways in which a Head of English can develop and improve teaching and learning within the department
- Enhance your ability to lead, support and nurture teachers in the department
- Examine the yearly workload of a Head of English and the life cycle of the job
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of English position
- Meaningful conversations about your curriculum: Intent, Implementation and Impact
- Take away strategies, specific to English, to lead and inspire outstanding teaching and learning



# NEW: ASPIRING TO LEAD AN ENGLISH DEPARTMENT

CODE 9403

## ABOUT THIS COURSE

These are exciting and challenging times to lead in English, it is equally the most demanding and most rewarding subject to teach, and teachers benefit from many developments and resources for teaching on social media. However, English can be a more difficult subject to lead than others within a secondary school with a complex curriculum offer, shortages of qualified subject specialists, large teams and some non-teaching staff to lead. In this current educational climate, it has never been more important to develop and encourage those who are aspiring to take on the mantle of leadership; particularly in English.

Aimed at those that aspire to a leadership role within English, this practical and forward-looking course is aimed at those ambitious teachers looking to progress take the next steps in their career progression, and those who already occupy a 3ic or 2ic role looking to further their journey and take the next steps on their leadership journey. This valuable course will include ways to hone leadership skills and behaviours, exploring strategies to promote and signal your leadership potential.

## PROGRAMME

### Aiming for Excellence: What it means to be an excellent Head of English 10.00 – 10.40am

- What does a Head of English do? The decision making, the key challenges, common mistakes, and owning your area
- Communicating the vision, conveying the culture, maintaining high expectations and high reward
- What are the main duties and responsibilities as a leader in English?
- Identifying the challenges your department is facing
- Balancing leadership tensions, running the team well, spotting the gaps in the life cycle of the role
- Discovering the qualities that Ofsted find in highly effective Leaders of English – how do they demonstrate excellence?

Discussion: coffee break 10.40 – 11.00am

### Taking on the Responsibilities of Senior Leadership 11.00 – 11.30am

- Taking advantage of opportunities, taking on responsibilities and showing your potential
- Getting noticed: initiating projects that add value to whole school literacy
- Applying/transferring your departmental strategic perspective into whole school strategic thinking

### Exploring the behaviours of an effective, inspiring and motivating leader 11.30 – 12.30pm

- Exploring the different skills needed to be 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

Lunch and informal discussion 12.30 – 1.30pm

### Effective Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward 1.30 – 2.30pm

- Strategies for establishing, maintaining and promoting high quality TLA in English
- Supporting your team with innovative and engaging teaching pedagogy
- The importance of delegating and utilising the strengths of your staff
- Using data effectively for monitoring and feedback, to lead to outstanding student outcomes

Discussion: afternoon tea 2.30 – 2.45pm

### Dealing with challenging issues 2.45 – 3.15pm

- 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 3.15 – 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

Friday 23 June 2023

Tuesday 21 November 2023

## COURSE LEADER

**Chris Jones** has over fifteen years successful experience working at a variety of levels in the education sector. His key areas of expertise are teaching and learning, curriculum, and English. Chris is an accredited Walkthrus trainer and delivers teacher training and CPD on a wealth of topics. Chris is a senior associate with a leading exam board in English on multiple qualifications, from Functional Skills through to GCSE. Chris is passionate about improving the literacy skills of pupils.

## WHO SHOULD ATTEND?

- Aspiring Heads of English
- Those with leadership responsibility in an English department (2ic, 3ic)

## BENEFITS OF ATTENDING

- What is it like moving from teacher to manager? Move from classroom-thinking to thinking for the whole school
- Discover the traits of vibrant leadership and how to demonstrate excellence
- Evaluate the difference between a department's vision for change, and how this can be scaled up to whole school
- Enhance your ability to lead, support and nurture teachers in the department
- Plan to lead difficult conversations
- Explore dynamic strategies that are effective in raising expectations
- Examine the yearly workload of a Head of English and the life cycle of the job
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of English position

# NEW: ADVANCED GCSE ENGLISH LANGUAGE TEACHING

CODE 9406

## ABOUT THIS COURSE

This in-depth course explores high impact strategies that raise attainment and support students to access top marks in the GCSE English Language examinations. The course will share ideas and accompanying GCSE English Language materials that you can take-away and use immediately in the classroom. You will leave equipped with knowledge of the latest evidence-informed teaching, learning and assessment practice as well as feedback from the most recent English Language exams.

In addition the course includes access to a range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase attainment at grades 8 and 9.

## PROGRAMME

### The Assessment Demands In GCSE English Language

TIME  
10.00 – 10.45am

- Reflection on previous exams
- Structure of the GCSE English Language qualification
- What are the barriers to attaining high grades from the most recent exam?
- What is required to achieve the Level 4 band and how do we get there?
- The importance of planning – how can this be completed in the exam environment?

Discussion: coffee break

110.45 – 11.00am

### Fresh And Innovative Strategies For Teaching Critical Evaluation (AO4)

11.00 – 12.30pm

*Examples will be drawn from previous AQA question papers, but the session is applicable to those studying all boards*

- Teaching and learning strategies to improve analysis of language, form and structure
- Responses to the task – practical strategies to develop students critical responses to a given statement: e.g. *how much stock to place in 'agreeing'? Can '50/50' responses succeed?*
- In-depth approaches to helping students create a well structured argument: e.g. *how to show a perceptive understanding of the question itself, and relate this to the unseen extract?*
- Exploring the methods writers uses to create meaning, and how to achieve Level 4
- Evaluate critically, giving valid and relevant effects on the reader
- Analysing grade 9 responses to increase opportunities for high grades

Lunch and informal discussion

12.30 – 1.30pm

### Fresh And Rigorous Approaches To Compare Writers' Ideas And Perspectives (AO3)

1.30 – 2.30pm

*Examples will be drawn from previous AQA question papers, but the session is applicable to those studying all boards*

- Comparing like for like; maintaining a coherent comparison when responding to ideas and perspectives in the texts
- Strategies to promote insightful analysis of writers' methods, supported by judicious use of subject terminology
- Stretching your more able students to consider structure and to track character development throughout both extracts
- Analysing grade 9 responses to increase opportunities for high grades

Discussion: afternoon tea

2.30 – 2.40pm

### Strategies To Promote High Level Vocabulary With Linguistic Devices

2.40 – 3.10pm

- How to vary retrieval, interleaving and synoptic links
- Utilising digital platforms such as Quizlet to take learning beyond the classroom
- Signposting synoptic links between knowledge and skill acquisition digitally through Common Lit
- Planning for interleaving, spacing and retrieval to stretch and challenge in the classroom

### Exam Revision And Technique

3.10 – 3.45pm

- Separating common content and skills mistakes
- Applying simple but highly effective exam technique strategies to ensure high performance
- Strategies to promote retrieval, spacing and interleaving

LOCATION/DATE

London

Friday 07 July 2023

Friday 15 December 2023

## COURSE LEADER

**Patrick Collins** is Deputy Headteacher for Teaching & Learning at Forest Gate Community School in London. He has been part of the development of Forest Gate Community School into one of the highest performing schools in the country. Patrick has worked with the English department on its journey to becoming the TES 'Best English department in England' in 2020.

## WHO SHOULD ATTEND?

- Teachers in their first 3 years of teaching GCSE English Language
- Those with leadership responsibility in an English department (2ic, 3ic)

## BENEFITS OF ATTENDING

- Increase awareness of what success looks like for the most able English Language students
- Gain the latest evidence-informed practice that challenges grade 8/9 students
- Develop greater understanding of what examiners are looking for in grade 8/9 responses
- Challenge your students with problem solving, modelling and questioning to stretch pupils' thinking processes
- Take away a range of innovative teaching ideas and resources to impact your pupils' learning of English Language immediately
- Deepen your understanding of assessment criteria and mark schemes
- Bring back concrete strategies and ideas to share with other English Language teachers
- Explore how to maximise success levels for your students in the GCSE examinations
- Learn how to develop resilience so that talented English students achieve their potential

# NEW: ADVANCED GCSE ENGLISH LITERATURE TEACHING

CODE 9404

## ABOUT THIS COURSE

This new practical course focuses on strategies and approaches in teaching and learning, to embed a culture of high expectations, high challenge and high achievement in GCSE English Literature.

Aimed for teachers in their first 3 years of teaching GCSE English Literature, the course will demonstrate practical teaching and learning ideas and approaches for developing key skills and knowledge through which students can enhance higher level skills.

Emphasis will also be on teaching methods and approaches that maximise high achievement and includes memorisation, retrieval, interleaving, deep practice, flipped learning, effective study strategies, spaced repetition, flashcards, apps and more.

This course absolutely guarantees refreshed, creative approaches and take away strategies to enhance teaching and learning in GCSE English Literature teaching.

## PROGRAMME

	TIME
<b>The assessment demands for top grade outcomes in GCSE English Literature</b>	10.00 – 10.45am
<ul style="list-style-type: none"> <li>What are the barriers to attaining high grades from the most recent exam?</li> <li>What is required to achieve the Band 6 and how do we get there?</li> <li>The importance of planning – how can this be completed in the exam environment?</li> </ul>	
Discussion: coffee break	10.45 – 11.00am
<b>Fresh and Innovative strategies for Teaching Shakespeare</b>	11.00 – 12.30pm
<i>Examples will be drawn from, Macbeth and Romeo &amp; Juliet, and Merchant of Venice</i>	
<ul style="list-style-type: none"> <li>Responses to the task – practical strategies to teach students critical, exploratory, conceptualised responses to Shakespeare's plays: e.g. <i>how conflict is depicted in R&amp;J Act 1, Scene 1 vs Act 3, Scene 1</i></li> <li>In-depth approaches to helping students create a well structured argument: e.g. <i>how is Ambition (or a lack of) presented in Macbeth?</i></li> <li>Strategies to promote insightful analysis of methods supported by judicious use of subject terminology</li> <li>Exploring the methods Shakespeare uses to create meaning to achieve top band marks</li> <li>Stretching your more able students in studying Shakespeare to consider structure and plot to track character development: e.g. <i>the complexities of Shylock in Merchant of Venice</i></li> <li>Analysing grade 9 responses to increase opportunities for high grades</li> </ul>	
Lunch and informal discussion	12.30 – 1.30pm
<b>Fresh and Rigorous Approaches to Teaching The 19th-century novel</b>	1.30 – 2.30pm
<ul style="list-style-type: none"> <li>Responses to the task – practical strategies to teach students critical, exploratory, conceptualised responses to the novels: e.g. <i>how ambition is depicted in Frankenstein</i></li> <li>In-depth approaches to helping students create a well structured argument: e.g. <i>how charity is presented in A Christmas Carol?</i></li> <li>Strategies to promote insightful analysis of methods supported by judicious use of subject terminology</li> <li>Exploring the methods Shakespeare uses to create meaning to achieve top band marks</li> <li>Stretching your more able students in studying Shakespeare to consider structure and plot to track character development: e.g. <i>the complexities of Dr Jeckyll throughout Jeckyll &amp; Hyde</i></li> <li>Analysing grade 9 responses to increase opportunities for high grades</li> </ul>	
Discussion: afternoon tea	2.30 – 2.40pm
<b>Strategies to promote retrieval, spacing and interleaving</b>	2.40 – 3.10pm
<ul style="list-style-type: none"> <li>Memory platforms – lesson starters that maximise retrieval, interleaving and synoptic links</li> <li>Digital platforms; utilising Quizlet and Common Lit</li> <li>Potential synoptic links between knowledge and skill acquisition</li> <li>Planning for interleaving, spacing and retrieval to stretch and challenge</li> <li>Spaced practice</li> </ul>	
<b>Exam revision and technique</b>	3.10 – 3.45pm
<ul style="list-style-type: none"> <li>Separating common content and skills mistakes</li> <li>Applying simple but highly effective exam technique strategies to ensure high performance</li> <li>Teaching and Learning strategies to improve analysis of language, form and structure</li> <li>Strategies to promote retrieval, spacing and interleaving</li> </ul>	

LOCATION/DATE

London

Friday 09 June 2023

## WHO SHOULD ATTEND?

- Teachers in their first 3 years of teaching GCSE English Literature
- Those with leadership responsibility in an English department (2ic, 3ic)

## BENEFITS OF ATTENDING

- Increase awareness of what success looks like for the most able English Literature students
- Gain the latest evidence-informed practice that challenges grade 8/9 students
- Challenge your students with problem solving, modelling and questioning to stretch pupils' thinking processes
- Take away a range of innovative teaching ideas and resources to impact your pupils' learning of English Literature texts immediately
- Deepen your understanding of assessment criteria and mark schemes
- Bring back concrete strategies and ideas to share with other English Literature teachers
- Explore how to maximise success levels for your students in the GCSE examinations

# NEW: LIFTING LOWER ATTAINING GCSE ENGLISH LANGUAGE STUDENTS

CODE **9405**

## ABOUT THIS COURSE

This course is aimed at teachers working with mixed ability and lower attaining students who are looking to maximise their potential.

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 performance.

## PROGRAMME

	TIME
<b>Giving Confidence To Weaker Pupils To Raise Performance</b>	10.00 – 11.00am
<ul style="list-style-type: none"> <li>Embedding subject knowledge, developing skills and assessing work to ensure lower ability learners thrive</li> <li>Effective use of metacognitive strategies and the benefits of setting aside deliberate time for metacognitive discussion around key language terms and meanings</li> <li>Develop effective techniques to help lower ability learners to retain knowledge, understand concepts and develop analysis skills</li> <li>Lesson strategies that address difficult concepts where students experience difficulties such as evaluation</li> </ul>	
Discussion: coffee break	11.00 – 11.15am
<b>Key Practical Strategies And Classroom Activities For Weaker Pupils</b>	11.15 – 12.00pm
<ul style="list-style-type: none"> <li>Building vocabulary as a primary strategy to decrease stress (and as the most important element in GCSE Language success)</li> <li>How to build grammatical skills using English in KS3 and into KS4</li> <li>Practical classroom activities which most motivate and engage students (including how to use Quizlet, Kahoot! and other online tools really well)</li> </ul>	
Lunch and informal discussion	12.00 – 1.00pm
<b>Raising Attainment Levels And Enhancing Exam Performance</b>	1.00 – 2.00pm
<ul style="list-style-type: none"> <li>Embed exam technique into your teaching to enhance the performance of lower ability students</li> <li>Explore assessment strategies to help learners identify where they need to improve and how to achieve this</li> <li>How to effectively use feedback</li> <li>Methods to help students understand how the exams are marked and ways to help students use this knowledge</li> <li>How to tackle questions set in both a fictional and non-fiction context</li> <li>Improve your students confidence in being able to analyse, evaluate and compare writers methods</li> </ul>	
Discussion: afternoon tea	2.00 – 2.15pm
<b>Moving Lower Ability Students Towards Mastery Of Extended Writing</b>	2.15 – 3.00pm
<ul style="list-style-type: none"> <li>Strategies to enable students to demonstrate clarity of writing consistently and routinely</li> <li>Developing and assessing the more challenging skills e.g. using range of vocabulary and sentence structures for clarity and effect; effective phrasing that utilises successful linguistic devices</li> <li>Skill-building ideas to develop students' competence in using sources to support planning and conclusion</li> </ul>	
<b>Exam Success: Preparing Students For The Practical Assessments</b>	3.00 – 3.40pm
<ul style="list-style-type: none"> <li>Using language – ideas and activities to embed the key terms</li> <li>Strategies to improve creative writing by using original questions</li> <li>Developing effective exam technique for questions requiring a point of view or opinion</li> </ul>	

LOCATION/DATE

**London**

**Monday 19 June 2023**

**Friday 20 October 2023**

## COURSE LEADER

**Rob Dangerfield** is Teaching, Learning & Research Practitioner and English specialist based at a large secondary school in the West Midlands. He has proven experience of excellent GCSE results within English Language and English Literature. Rob is a senior examiner with a leading exam board, as well as having a wealth of knowledge and expertise with teaching the WJEC/Educas and AQA specifications.

## WHO SHOULD ATTEND?

- Teachers working with mixed ability and lower attaining students
- All teachers of English looking to maximise their students potential in the upcoming 2023 GCSE English Language exams

## BENEFITS OF ATTENDING

- Utilise techniques to quickly identify underperformance and implement effective support strategies for success
- Increased understanding of how to motivate underachieving English Language learners and improve exam performance
- How to teach challenging topics: Critical Evaluation (AO4) and Comparison (AO3)
- Techniques for tackling Creative and Opinion writing with confidence
- Develop effective teaching and learning techniques to help lower ability learners to retain knowledge and better understand language features

# NEW: TEACHING AQA GCSE ENGLISH LANGUAGE FOR THE FIRST TIME

CODE 9385

## ABOUT THIS COURSE

This course is specifically targeted and designed for all teachers new to teaching AQA GCSE English Language. The sessions are designed to improve teachers' understanding of the AQA specification and ensure their students have the best opportunity to maximise their potential grades.

Teachers will receive new teaching approaches and techniques, ideas, as well as key guidance in how to develop with advice on the exam, standards, and best ways to prepare students. It will equip delegates with the knowledge and skills needed to become an effective GCSE English Language teacher, focusing on the core areas of reading critically, analysing writer's methods, and exploring ideas, perspectives, and contextual factors in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas.

Practical strategies will be demonstrated for teaching across a broad range of student GCSE abilities to maintain student best achievement across the range.

## PROGRAMME

### Subject Content Of The Specification

TIME

10.00 – 10.45am

- What's involved in the course? (Reading/Writing/Speaking & Listening)
- Where can I streamline?
- What are the standards in each component?
- Securing key information, Using e-AQA effectively.
- Exploring the key challenge spots, and ways to structure your teaching to give time to the most demanding sections
- Component 1: Explorations in creative reading and writing
- Component 2: Writers' viewpoints and perspectives
- Non-exam assessment: Spoken Language

Discussion: coffee break

10.45 – 11.00am

### Component 1: Approaches For Creative Reading And Writing

11.00 – 12.30pm

- Practical strategies to layer the learning of subject content linking to assessment of C1 & C2
- Ways to develop the skills students need to demonstrate to read, understand and respond to texts
- What might excellent teaching of unseen texts look like, to develop students' analysis skills?
- How do I know when a student has reached the top of the assessment bands?
- Teaching lower and higher ability students to ensure success

Lunch and informal discussion

12.30 – 1.30pm

### Teaching Component 2: Writers' Viewpoints And Perspectives

1.30 – 2.30pm

- How to approach the teaching of non-fiction texts: effective, strategies, methods and techniques
- Teaching ideas with associated questions and resources
- Making the complexity of for 19th Century texts easy.
- Techniques to help students construct excellent, coherent written work; where and why they can struggle in GCSE with this skill
- What are the key points for examination success in component 2?
- Standards and examiner expectations – How do I know if my students are writing well?

Discussion: afternoon tea

2.30 – 2.45pm

### Tackling The Section B Questions

2.45 – 3.15pm

- Why are Question 5s challenging for many students?
- Types of examination questions – what to expect and how to achieve good marks
- Looking at the themes and styles of excellent responses
- Differentiated approaches to encourage learning and applying skills to the extended writing questions

### Planning Your Course And Assessments Over 2 Years

3.15 – 3.45pm

- Effectively structuring your course to maximise end outcomes
- How to confidently assess your students, give effective feedback, and ensure they remain on track throughout the two year courses – how to structure for this
- Strategies to prepare your students for the assessments and examination

LOCATION/DATE

London

Tuesday 27 June 2023

Wednesday 1 November 2023

## COURSE LEADER

**Chris Jones** has over fifteen years successful experience working at a variety of levels in the education sector. His key areas of expertise are teaching and learning, curriculum, and English. Chris is an accredited Walkthrus trainer and delivers teacher training and CPD on a wealth of topics. Chris is a senior associate with a leading exam board in English on multiple qualifications, from Functional Skills through to GCSE. Chris is passionate about improving the literacy skills of pupils.

## WHO SHOULD ATTEND?

- English RQT's and NQT's
- Teachers new to teaching GCSE English Language

## BENEFITS OF ATTENDING

- Find out about the core concepts, key challenges, levels of the specification and ways to structure your two year course for end result successful outcomes
- Gain top teaching tips and realistic practical advice based on current practice
- Take away effective strategies on how to teach the course to maximise student potential
- Examine lots of ideas to stimulate classroom delivery and performance
- Discuss examples of student work and how to prepare students to get the maximise possible marks



# NEW: BRILLIANT TEACHING IN AQA GCSE ENGLISH LANGUAGE

CODE **9407**

## ABOUT THIS COURSE

This new practical course focuses on strategies and approaches in teaching and learning, to embed a culture of high expectations, high challenge and high achievement that supports students to access top marks in GCSE English Language. The course leader will share ideas and accompanying materials that you can take-away and use immediately in the classroom. You will leave equipped with knowledge of the latest evidence-informed teaching, learning and assessment practice as well as feedback from the 2022 exams.

In addition, the course includes access to a range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase grade 8 and 9 attainment. The course will also place the students' learning in the context of their next steps, with suggestions of how to engage the most able by opening the door on to further study at A-Level.

## PROGRAMME

### Reflections and retrospect on the 2022 Exams

TIME  
10.00 – 10.45am

- Analysis and discussion reviewing the key messages from the 2022 examination series
- Clarify what examiners are looking for and how this might be addressed with students
- What are the barriers to attaining high grades from the most recent exam?
- Review what brings the most reward in exams and how to focus students to maximise outcomes
- Identifying the subtle differences between the Level 3 and 4 band descriptors
- What is required to achieve a top band mark and how do we get there
- Recognising the common pitfalls that causes students to miss out on 8/9 grades

Discussion: coffee break

10.45 – 11.00am

### Key Teacher Skills: Feedback and Feedforward

11.00 – 11.30am

- Scaffolding as a key element of high-quality instruction; even the most able need to have clear structures
- Providing higher order skills practice and model responses for students. Showing grade 8/9 students what top mark exam responses look like, and how to develop their own answers
- Addressing key impact factors – 'Teacher Credibility' and 'Student Expectations' – research evidence suggests these are vital – top tips on how to address these

### Key Grade 8/9 Skills: Mastery and Metacognition for Writing

11.30 – 12.45pm

- Strategies to construct perceptive and detailed Q5 responses, looking at example grade 8/9 responses
- How to tackle descriptive and opinion writing to gain top marks
- Creating room for success: Training students to 'Mentally Step Back' and to develop 'Head Space' for clearer thinking under pressure
- Strategies to boost efficiency. Some of the most able students often 'overwrite', these strategies will help them 'zone in' to maximise top marks, with minimum effort

Lunch and informal discussion

12.45 – 1.45pm

### Key grade 8/9 Exam Skills: Getting top marks in AO3/AO4

1.45 – 3.00pm

- Strategies to improve Comparison skills across two or more unseen texts
- What does a Level 4 AO3 response look like? Tackling the tough question on Paper 2
- Tips and techniques to producing clear, relevant comparisons on P2 Q4 that lead students to be perceptive and detailed
- Strategies to improve Critical Evaluation skills with an unseen stimulus question
- What does a Level 4 AO4 response look like? Tackling the tough question on Paper 1
- Breaking down the P1 Q4 stimulus question into logical strands to scaffold a clear response, allowing students the springboard to be convincing and critical

Discussion: afternoon tea

3.00 – 3.10pm

### Key Curriculum Insights: Less is More and strategies to promote retrieval, spacing and interleaving

3.10 – 3.45pm

- Avoiding misconceptions by re-routing student expression
- Use of 'Threshold concepts' and 'Hinge questions' – a way to challenge top end students and mid/lower end ability simultaneously
- How to deal with the large content in of GCSE English Language – selectivity and re-cycling themes to develop synoptic links between knowledge and skill acquisition
- Memory platforms – lesson starters that maximise retrieval, interleaving and synoptic links
- Encourage students to create effective study materials
- Coach your students on the advanced use of the Leitner System and spaced/repetition flashcard-based apps such as Quizlet

LOCATION/DATE

**London**

**Friday 16 June 2023**

## COURSE LEADER

**Donna Adams** has over 10 years experience teaching English GCSE and is Programme Manager for English at a large inner-city college in London. She also has a keen interest in helping students to read for pleasure, as well as improving students confidence and boosting their motivation.

## WHO SHOULD ATTEND?

- Heads of English
- Teachers of AQA GCSE English Language
- All Teachers of GCSE English

## BENEFITS OF ATTENDING

- Use key findings from the latest exam series to address national areas of weakness and develop a greater understanding of what examiners look for in top mark band responses
- Increase awareness of what success looks like for the most able GCSE English students
- Explore how to maximise success levels for all students in the examination
- Learn how to develop resilience so that talented GCSE students achieve their grade 8/9 potential in English Language
- Explore practical classroom activities to bring lessons to life; Challenge your students with problem solving, modelling and questioning to stretch pupils' thinking processes
- Develop strategies to accelerate learning and raise standards of creative writing
- Take away numerous learning strategies to ensure optimised deliberate practice through a range of innovative teaching ideas and resources to impact your pupils' learning immediately
- Bring back concrete strategies and ideas to share with other GCSE English teachers

# IMPROVING GRADE 4-5 IN AQA GCSE ENGLISH LANGUAGE

CODE **9382**

## ABOUT THIS COURSE

This course is aimed at teachers working with mixed ability and lower attaining students who are looking to maximise their potential in the upcoming AQA GCSE AQA English Language exams for 2023.

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 Summer 2023 exam performance.

## PROGRAMME

### How To Get Students Thinking Synoptically In AQA English Language 10.00 – 11.00am

- Effective techniques to embed subject knowledge, develop skills and assess work so that lower ability learners thrive
- Implementing classroom techniques to ensure that lower ability learners understand key language terms and meanings
- Develop effective techniques to help lower ability learners to retain knowledge, understand concepts and develop analysis skills
- Exploring Active Learning to develop skills and retain knowledge
- Lesson strategies that address difficult concepts where students experience difficulties such as evaluating critically

Discussion: coffee break

11.00 – 11.15am

### Early Intervention Strategies That Positively Impact On Student Performance 11.15 – 12.00pm

- Techniques to quickly identify underperforming students in AQA English Language and implement strategies to support them effectively
- 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 and hinge questions to identify students who haven't grasped the fundamental concepts
- Driving student progress through effective feedback

Lunch and informal discussion

12.00 – 1.00pm

### The Exams: Practical Strategies To Raise Attainment Levels And Enhance Exam Performance 1.00 – 2.00pm

- Embed exam technique into your teaching to enhance the performance of lower 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 exams are marked and ways to help students use this knowledge
- How to tackle questions set in both a fictional (Paper 1) and non-fiction (Paper 2) context
- Improve your students confidence in being able to analyse, evaluate and compare writers methods

Discussion: afternoon tea

2.00 – 2.15pm

### Moving Lower Ability Students Towards Mastery Of Extended Writing 2.15 – 3.00pm

- Strategies to enable students to demonstrate clarity of writing consistently and routinely on Question 5
- Developing and assessing the more challenging skills e.g. using range of vocabulary and sentence structures for clarity and effect; effective phrasing that utilises successful linguistic devices
- Skill-building ideas to develop students' competence in using sources to support planning and conclusion

### Exam Success: Preparing Students For The Practical Assessments 3.00 – 3.40pm

- Using language – ideas and activities to embed the key terms
- Strategies to improve exam technique using Section B Creative Writing questions
- Strategies to improve exam technique using Section B Viewpoint questions

LOCATION/DATE

**London**

**Thursday 22 June 2023**

**Friday 10 November 2023**

## COURSE LEADER

**Pamela Dale** is an experienced Advanced Learning Practitioner, teacher and examiner. She works closely with The English Association and is a regular contributor to their journals, articles, and podcasts. She is currently working with The University of Newcastle on a prototype for a new and innovative creative writing app for students.

## WHO SHOULD ATTEND?

- Teachers working with mixed ability and lower attaining students
- All teachers of English looking to maximise their students potential in the upcoming 2023 GCSE English Language exams

## BENEFITS OF ATTENDING

- Utilise techniques to quickly identify underperformance and implement effective support strategies for success in the 2023 GCSE AQA English Language Exams
- Increased understanding of how to motivate underachieving AQA English Language learners and improve exam performance
- How to teach the challenging Question 4 areas: Critical Evaluation and Comparison
- Techniques for tackling Question 5 on each paper with confidence: Creative and Opinion writing
- Develop effective teaching and learning techniques to help lower ability learners to retain knowledge and better understand language features

# ACHIEVING GRADE 8-9 IN AQA GCSE ENGLISH LANGUAGE

CODE **9383**

## ABOUT THIS COURSE

This brand-new course for Spring 2023 is for all teachers of AQA GCSE English Language wanting to help students reach the highest grades. It offers new and innovative ways of tackling content and answering questions. The course will focus on strategies aimed at helping students achieve the highest grades. Teachers will take away materials that can be used in class immediately.

Although aimed at teachers of AQA GCSE English Language, this course will benefit those following other exam board specifications.

## PROGRAMME

### Grades 8-9: What do they involve?

10.00 – 10.40am

- Structure of AQA GCSE English Language and what this requires of the best students
- Feedback and grading 2019 and 2022 and what this tells us about the standard high ability students are expected to meet
- Key attributes of Grades 8-9 students in the classroom
- Grades 8-9: what are the differences between these?
- Analysis of the mark schemes – what were the examiners looking for
- Use of 'Threshold concepts' and 'Hinge questions' to challenge top end students
- Getting top level students to be efficient and produce the right amount in exam conditions in extended writing

Discussion: coffee break

10.40 – 11.00am

### Section B: Extended writing for Grades 8-9

11.00 – 12.20pm

- Detailed analysis of the Section B questions from both papers; worth a total of 50% of the qualification: what are examiners looking for from the very best answers at grades 8 and 9?
- What is constituted as 'ambitious' vocabulary, how this links with consciously crafted linguistic devices, and how can this be sustained across a response?
- Analysis of content for Levels in the Mark Scheme: what makes a grade 8-9 answer stand out?
- Activities for use in class and for teaching creative writing, and opinion writing, to high end students to gain top marks and revision that works
- Strategies to boost efficiency. Some of the most able students often 'overwrite', these strategies will help them 'zone in' to maximise top marks, with minimum effort
- Strategies to construct and scaffold their extended answers to be perceptive and detailed in Q5 responses; Reviewing and marking example grade 8/9 responses; Moving from Level 3 to Level 4

Lunch and informal discussion

12.20 – 1.20pm

### Strategies to achieve grades 8-9 in Paper 1

1.20 – 2.20pm

- Examining Level 4 exemplar responses across the core questions for Section A
- Top level activities for teaching Section A: The challenge of how writers use language and exploring this with able students
- Coaching students for the typicality of Section A questions and ensuring students know how to reach into the Level 4 mark band
- New and innovative ways to help the higher ability students to ensure a grade 8-9 response
- Activities for use in class to stretch the most able in Section A: ambitious vocabulary and concept mapping

Discussion: afternoon tea

2.20 – 2.30pm

### Paper 2: Aiming for grades 8-9!

2.30 – 3.30pm

- Examining Level 4 exemplar responses across Q3 and Q4 for Section A
- Top level activities for teaching Section A: The challenge of how writers use language and exploring this with able students across more than one text
- Coaching students for the typicality of Section A questions and ensuring students know how to reach into the Level 4 mark band
- How can you make tackling multiple texts more manageable?
- New and innovative ways to help the higher ability students to ensure a grade 8-9 response
- Activities for use in class to stretch the most able in Section A: ambitious vocabulary and concept mapping

### Exams: Tactics for achieving grades 8-9

3.30 – 3.50pm

- Lesson starters to quickly embed the habits needed for efficient and effective answering of Q1; maximising minutes and keeping these questions quick wins
- What are the most common errors made by higher ability pupils?
- Revision ideas to help pupils achieve the highest grades.
- Less is more, the importance of efficiency and quality over quantity
- Giving good quality, specific feedback to students
- Extension ideas for the most able GCSE English students to engrain proof-reading and redrafting

LOCATION/DATE

**London**

**Monday 19 June 2023**

**Thursday 19 October 2023**

## COURSE LEADER

**Chris Jones** has over fifteen years successful experience working at a variety of levels in the education sector. His key areas of expertise are teaching and learning, curriculum, and English. Chris is an accredited Walkthrus trainer and delivers teacher training and CPD on a wealth of topics. Chris is a senior associate with a leading exam board in English on multiple qualifications, from Functional Skills through to GCSE. Chris is passionate about improving the literacy skills of pupils.

## WHO SHOULD ATTEND?

- Heads of English
- Those with responsibilities for leading in English
- All teachers of AQA GCSE English Language
- Teachers of GCSE English

## BENEFITS OF ATTENDING

- The course aims to provide as many ideas for teaching GCSE English Language as possible
- The course will focus on ways of improving the teaching of GCSE English Language in the classroom
- Course materials will be directly relevant to the needs of teachers and students
- The course pack will be usable immediately in the classroom

# NEW: TEACHING AQA GCSE ENGLISH LITERATURE FOR THE FIRST TIME

CODE 9388

## ABOUT THIS COURSE

This course provides teachers about to start, or who are in their first couple of years teaching, AQA GCSE English Literature with all they need to teach their course effectively. It will equip delegates with the knowledge and skills needed to become an effective GCSE English Literature teacher, focusing on the core areas of reading critically, analysing writer's methods, and exploring ideas, perspectives, and contextual factors in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas.

*Though examples will be taken from the AQA English Literature specification, this course would benefit all teachers who are new to teaching Literature at GCSE.*

## PROGRAMME

### AQA GCSE English Literature: an overview

10.00 – 10.40am

- Structure of the specification
- Preparation at Key Stage 3 – embedding key skills and behaviours
- Question styles: what do they mean?
- Mark schemes: how to deconstruct these and use them as a teaching tool
- Success for all learners: looking at how to support learners at each different grade and utilise strategies to support progression (Grade 3, 4–5, 8–9)

Discussion: coffee break

10.40 – 10.50am

### Tackling Shakespeare and 19th-Century Novel: Paper 1

10.50 – 12.00pm

- Levels 1–6: what is expected?
- Deconstructing the exam and looking at teaching approaches to the typical styles of question on the GCSE exam (drawing upon examples from *Macbeth* and *A Christmas Carol*)
- Innovative approaches to pupil planning and essay writing
- Developing the skills of interpretation and analysis
- Building confidence when talking about context
- Activities for use in class

Lunch and informal discussion

12.00 – 1.00pm

### Modern Texts and Poetry: Paper 2

1.00 – 2.15pm

- How to approach the Modern Texts section of the exam: strategies on how to deconstruct a question, formulate an argument and utilise references (using examples from *An Inspector Calls*)
- Building confidence around essay writing, building an argument and writing thesis statements
- Scaffolding comparative skills
- How to teach for the unseen element
- Raising expectations and overcoming demands of the writing tasks at the higher level- when to move away from the scaffold and allow autonomy in responses.
- How to maximise vocabulary acquisition in every lesson
- Practical advice for classroom teaching and activities

Discussion: afternoon tea

2.15 – 2.30pm

### Teaching Analytical Reading Skills

2.30 – 3.40pm

- Gain understanding of the barriers students may face with reading, and responding to, texts and how to plan for this.
- How to read for meaning
- Promoting independence when deconstructing texts
- Practical advice on how to teach pupils the skills of analysis and interpretation
- How to embed the use of academic language and style
- Demands of the examinations and how to prepare students successfully from first teaching

LOCATION/DATE

London

Monday 03 July 2023

## COURSE LEADER

**Sophie Duckworth** is an experienced English teacher with nearly 20 years classroom experience in the UK and working abroad in British International Schools. Sophie has experience leading departments in roles including Key Stage Co-ordinator, Head of Department, and Assistant Headteacher. Sophie brings a wealth of teaching experience to provide delegates with tips on how to overcome issues in the classroom and guide students to optimise their performance.

## WHO SHOULD ATTEND?

- Teachers in their first years of teaching AQA GCSE English Literature
- Teachers seeking to increase their confidence teaching English Literature at GCSE
- NQTs and RQTs in English

## BENEFITS OF ATTENDING

- Gain the latest understanding of the features of effective teaching and learning for GCSE English Literature.
- Strategies will be explained for approaching all aspects of the AQA specification  
There will be special focus on analysis and interpretation questions
- There will be special focus on analysis and interpretation questions
- Take away hints and advice to enhance student performance in the examinations in all key skill areas.



# IMPROVING GRADES 4-5 IN AQA GCSE ENGLISH LITERATURE

CODE 9386

## ABOUT THIS COURSE

This NEW AQA English Literature course focuses keenly on the students who are aiming to improve their grade from 4 to 5 in GCSE English Literature. The course will provide teachers with the skills they require to successfully boost students' answers in the questions on Shakespeare, the 19th-century novel, Modern texts, Poetry and Unseen poetry. The day is fully interactive, with a range of activities, tasks and challenges for throughout the day. Teachers will examine papers and responses to help them maximise the full potential of their students in the summer exams.

## PROGRAMME

TIME

### Transforming students' answers: Focusing on the writer not the characters or plot 10.00 – 10.30am

- Analysing questions – what does 'How does...' mean?
- Know your texts – key characters and themes
- Talking about language and meaning
- What is the right way to talk about context?
- Writing about the writer's skills/methods not just the text
- Building students' skills so that they can approach every question with confidence

Discussion: coffee break

10.30 – 10.45am

### Paper 1: Analysis not description in Shakespeare 10.45 – 11.30am

- Investigating past papers – what are the focus areas – themes/characters?
- Analysing: Going beyond just reading the extract
- Establishing why a theme/character important – scaffolding techniques to ensure students can tackle the question
- Linking to relevant contexts, and having a valid, relevant, logical opinion

### Selecting and exploring language in the 19th Century Novel 11.30 – 12.15pm

- Analysing the extract carefully and identifying key quotations
- Linking key quotes to produce a more persuasive answer
- Using quotations effectively to get a grade 5 answer
- Investigating language used in a past paper question
- How much quotation should be used?
- How much focus should there be on the wider novel?
- Looking at a grade 5 answer and sharing good work

### Analysing Key events in Paper 2 Modern Texts 12.15 – 1.00pm

- Investigating past papers: what are the focus areas – themes/characters?
- Analysing the extract carefully and deciding why the author might focus on a theme/character?
- Quotation versus key moments/events in the text
- How much should students write?
- Having a view and supplying the evidence – a look at a level 5 answer

Lunch and informal discussion

1.00 – 2.00pm

### Developing comparative skills for Paper 2 Poetry Anthology 2.00 – 2.30pm

- Tips and techniques for comparing and contrasting
- Knowing the poems – how well do students need to know them?
- Making comparisons – similarities and differences
- Comparing poetic techniques and meanings
- Planning an answer
- Using planning grids to matching authors' techniques/meanings in poems

Discussion: afternoon tea

2.30 – 2.45pm

### Paper 2: Unseen Poetry – giving students the skills to unlock an unseen text 2.45 – 3.15pm

- Reading and understanding the poem/s
- Planning your answer using grids
- How much to write. How many quotations to use
- Developing students' skills to explore
- Sharing key ideas from Lead Examiner reports

### Final Top Tips from the Experts 3.15 – 3.45pm

- Top Ten Examiner Tips for success in English Literature
- Key points: how to improve students final grade
- What you can do after today to boost students exam chances

LOCATION/DATE

London

Monday 05 June 2023

Monday 06 November 2023

## COURSE LEADER

**Liz Calcott** is an experienced senior examiner, moderator, advocate and trainer for AQA English at GCSE and A Level. This became an even more significant role in January 2016 and she now also creates and delivers CPD courses in English Language and English Literature for teachers. She also has significant teaching experience in a range of schools in English at both GCSE and A level.

## WHO SHOULD ATTEND?

- Heads of English
- Those with responsibilities for leading in English
- All teachers of AQA GCSE English Language
- Teachers of GCSE English

## BENEFITS OF ATTENDING

- Utilise techniques to quickly identify underperformance and implement effective support strategies for success
- Increased understanding of how to motivate underachieving AQA English Literature learners and improve exam performance
- How to teach challenging topics and themes
- Develop effective teaching and learning techniques to help lower ability learners to retain knowledge and better understand language features
- Gain first-hand guidance, advice and examples for maximising your grade 4-5 students in AQA GCSE English Literature.

# ACHIEVING GRADE 8/9 IN AQA GCSE ENGLISH LITERATURE

CODE **9387**

## ABOUT THIS COURSE

This course is for all teachers of AQA GCSE English Literature wanting to help students reach the highest grades. It offers new and innovative ways of teaching the skills pupils require to successfully answer the questions on Shakespeare, the 19th-century novel, Modern texts, Poetry and Unseen poetry. This interactive day will examine quality responses to help pupils perform and achieve to their full potential.

Although aimed at teachers of AQA GCSE English Language, this course will benefit those following other exam board specifications.

## PROGRAMME

### Grades 8-9: What do they involve?

10.00 – 10.30am

- Structure of AQA GCSE English Literature and what this requires of the best students
- Key attributes of Grades 8-9 students in the classroom
- Grades 8-9: what are the differences between these?
- Analysis of the mark schemes – what were the examiners looking for
- Getting top level students to be efficient and produce the right amount in exam conditions in extended writing

Discussion: coffee break

10.30 – 10.45am

### Paper 1: Shakespeare – Identifying Intent – essential for grade 8-9 answers

10.45 – 11.30am

- Investigating past papers – what are the focus areas – themes/characters?
- Analysing the extract carefully
- Why would Shakespeare want to focus on a theme/character?
- Do we see the themes/characters in the same way today?
- Having an opinion on Shakespeare's intent

### Identifying Intent AND including relevant context in the 19th Century Novel

11.30 – 12.15pm

- Using context relevantly and appropriately in a grade 8-9 answer
- Investigating past papers – what are the focus areas – themes/characters?
- Analysing the extract carefully and deciding why Dickens might focus on a theme/character?
- Looking at language used in the extract – being a language detective
- How much quotation should be used?
- Looking at a grade 8/9 answer and sharing good work

Lunch and informal discussion

12.15 – 1.15pm

### Strategies to achieve grades 8-9 in Modern Texts

1.15 – 2.15pm

- Investigating past papers – what are the focus areas – themes/characters?
- Analysing the extract carefully and deciding why the author might focus on a theme/character?
- Quotation versus key moments/events in the text: Using quotations and order to achieve grades 8-9
- How much should students write?
- Having a view and supplying the evidence – a look at a level 8-9 answer

Discussion: afternoon tea

2.15 – 2.30pm

### Developing comparative skills for the Poetry Anthology

2.30 – 3.00pm

- Comparing and contrasting techniques and ideas in a grade 8-9 answer
- Knowing the poems – how well do students need to know them?
- Making comparisons – similarities and differences
- Poetic techniques versus meaning – which is more important?
- Planning an answer
- Matching authors' techniques/ideas in poems using planning grids

### Paper 2: Unseen Poetry – using language skills to unlock an unseen text

3.00 – 3.30pm

- Reading, analysing and understanding the poem/s
- Planning your answer using grids
- How much to write. How many quotations to use.
- Developing students' skills to explore and analyse
- Sharing key ideas from Lead Examiner reports

### Final Top Tips from the Experts

3.30 – 3.45pm

- Top Ten Examiner Tips for success in English Literature
- Key points: how to improve students final grade
- What you can do after today to boost students exam chances

LOCATION/DATE

**London**

**Wednesday 28 June 2023**

**Thursday 07 December 2023**

## COURSE LEADER

**Liz Calcott** is an experienced senior examiner, moderator, advocate and trainer for AQA English at GCSE and A Level. This became an even more significant role in January 2016 and she now also creates and delivers CPD courses in English Language and English Literature for teachers. She also has significant teaching experience in a range of schools in English at both GCSE and A level.

## WHO SHOULD ATTEND?

- Heads of English
- Those with responsibilities for leading in English
- All teachers of AQA GCSE English Language
- Teachers of GCSE English

## BENEFITS OF ATTENDING

- The course aims to provide as many ideas for teaching GCSE English Literature as possible
- The course will focus on ways of improving the performance of the most able pupils in your GCSE English Literature classrooms
- Course materials will be directly relevant to the needs of GCSE English Literature teachers
- The course pack will be usable immediately in the classroom
- Gain first-hand guidance, advice and examples for maximising your grade 8-9 candidates in AQA GCSE English Literature which is especially difficult when you are looking at the top end of results

# NEW: EXPLORING NEW ADDITIONS TO THE AQA ENGLISH LITERATURE GCSE SPECIFICATION: FOR FIRST TEACHING SEPTEMBER 2023

CODE 9390

## ABOUT THIS COURSE

This vital course is focused on the changes to the AQA GCSE Literature specification and will discuss the updates to the Play and Poetry choices, for first teaching in September 2023 and first exams in summer 2025.

The course will explore reasons to start teaching the new texts, the opportunities and benefits to your students and your classroom teaching. The day will discuss the key messages for students and teachers of AQA English Literature, as well as highlighting the rich opportunities to engage with issues and ideas presented in the texts, as well as giving a clear insight into the challenges of the qualification. It will provide effective and successful teaching strategies and approaches for maximum learner attainment.

Teachers will take away a range of teaching approaches to the new plays and poems, templates, resources and teaching materials to help reinvigorate their curriculum – invaluable for successful teaching from 2023, learning throughout 2024 and achievement in 2025.

## PROGRAMME

TIME

### Approaches to teaching NEW texts

10.00 – 10.40am

- Strategies to exploring how writers communicate their ideas about the world
- Developing pupils critical understanding of literary texts
- Tips to successfully address important social and political issues and ideas, presented by the texts, in your classroom

Discussion: coffee break

10.40 – 11.00am

### Exploring the new NEW Modern Texts

11.00 – 12.15pm

- Digging deeper into the plays, exploring their wider themes and connecting motifs in *Princess & The Hustler* and *Leave Taking*
- Strategies to explore narratives centred on the theme of family relationships, love and loss, belonging and connection
- Digging deeper into the challenges and sensitive subjects presented in 'My Name is Leon' and positively exploring the theme of growing up
- Exploring what you need to know and apply in your lessons
- Tips and techniques to prepare students to critically analyse evocative and uplifting stories in the examination

Lunch and informal discussion

12.15 – 1.15pm

### Techniques of planning

1.15 – 1.45pm

- Tips to tackle teaching challenging and sensitive topic of foster care in the 1980s, presented in the NEW material
- Techniques to increase informed, critical responses to ideas in the texts, and how the writers present these
- Develop a tool kit of innovative ideas to address with pupils important social and political issues and ideas that are presented in the texts
- Examples of how to plan your teaching of Modern texts to promote insightful analysis and exploratory thought

Discussion: afternoon tea

1.45 – 2.00pm

### Exploring the Worlds and Lives cluster

2.00 – 3.15pm

- Approaches to teaching the NEW poetry cluster 'Worlds and Lives'
- Strategies to effectively teach a 15 poem cluster, exploring collective concerns about the world we live in
- The benefits and challenges of studying living writers
- Digging deeper into selected poems, exploring their themes and motifs
- Considering the importance of the Romantics, and using this period as a springboard for teaching
- Tips to tackle some of the challenging and sensitive topics presented in the NEW material
- Develop a tool kit of innovative ideas to address with pupils important social and political issues and ideas that are presented in the texts
- Techniques to increase informed, critical responses to ideas in the texts, and how writers present these

### Strategies to really stretch top end students

3.15 – 3.45pm

- How to structure a response format which allows for student autonomy.
- Creating opportunities to learn from peers, and using the resources available within your school.
- Use whole class research to reduce revision of a set text. Use student led presentations to enhance learning.
- Whole class acting for key scenes from the plays; translating these into written answers ensuring complete clarity of a scene.
- Unpicking examples of learner work – ensuring students recognise what a Grade 8/9 response looks like

LOCATION/DATE

London

Friday 30 June 2023

## COURSE LEADER

**Rob Dangerfield** is Teaching, Learning & Research Practitioner and English specialist based at a large secondary school in the West Midlands. He has proven experience of excellent GCSE results within English Language and English Literature. Rob is a senior examiner with a leading exam board, as well as having a wealth of knowledge and expertise with teaching the WJEC/Educas and AQA specifications.

## WHO SHOULD ATTEND?

- Heads of English
- Current Teachers of AQA GCSE Literature
- Teachers who are new to, or considering changing to, AQA GCSE Literature
- Teachers looking to enhance and reinvigorate their teaching of plays and poetry in English Literature

## BENEFITS OF ATTENDING

- Provide teachers of AQA GCSE English Literature with strategies to maximise the success of all their students by studying the new texts
- Gain further clarity on the key challenges of teaching poetry and aspects of the new examined content for 2025
- Develop a clear insight into how the poetry component is assessed
- Provide a range of effective exam techniques to prepare students to access high grades by helping them to identify the relevant terminology and detail that they need to use in their responses to plays
- Equip you with strategies to support lower attaining students and accelerate their progress
- Have the confidence to plan your curriculum with breadth and imagination

# NEW: NEW TO TEACHING EDUQAS GCSE ENGLISH

CODE 9392

## ABOUT THIS COURSE

This course is specifically targeted and designed for all teachers new to teaching EDUQAS GCSE English. The sessions are designed to improve teachers' understanding of the EDUQAS specification and ensure their students have the best opportunity to maximise their potential grades.

Teachers will receive new teaching approaches and techniques, ideas, as well as key guidance in how to develop with advice on the exam, standards, and best ways to prepare students. It will equip delegates with the knowledge and skills needed to become an effective GCSE English teacher, focusing on the core areas of reading critically, analysing writer's methods, and exploring ideas, perspectives, and contextual factors in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas.

Practical strategies will be demonstrated for teaching across a broad range of student GCSE abilities to maintain student best achievement across the range.

## PROGRAMME

### Subject Content Of The Specification

TIME 10.00 – 10.45am

- What's involved in the course? (Reading/Writing/Speaking & Listening)
- Where can I streamline?
- What are the standards in each component?
- Exploring the key challenge spots, and ways to structure your teaching to give time to the most demanding sections

Discussion: afternoon tea

10.45 – 11.00am

### Component 1: English Language

11.00 – 12.30pm

- Practical strategies to layer the learning of subject content linking to the assessment
- Ways to develop the skills students need to demonstrate to read, understand and respond to texts
- What might excellent teaching of 'long tariff' questions look like, to develop students' skills?
- How do I know when a student has reached the top of the assessment bands?
- Teaching lower and higher ability students to ensure success

Lunch and informal discussion

12.30 – 1.30pm

### Teaching Component 2: English Literature

1.30 – 2.30pm

- How to approach the teaching of literature texts: effective, strategies, methods and techniques
- Teaching ideas with associated the 'exploding extract' ('source-based') questions and resources
- Exploring a variety of approaches that enable teachers to differentiate and approach tasks in ways suited to their learners
- Techniques to help students construct excellent, coherent written work; where and why they can struggle in GCSE with this skill
- Standards and examiner expectations – How do I know if my students are writing well?

Discussion: afternoon tea

2.30 – 2.45pm

### Designing An Effective Curriculum

2.45 – 3.15pm

- Selecting the best combination of texts from: Shakespeare; Anthology Poetry; Post-1914 Prose/Drama; 19th Century Prose; 20th/21st Century
- Types of examination questions – what to expect and how to achieve good marks
- Looking at the themes and styles of excellent responses
- Differentiated approaches to encourage learning and applying skills to the extended writing questions

### Planning Your Course And Assessments Over 2 Years

3.15 – 3.45pm

- Effectively structuring your course to maximise end outcomes
- How to confidently assess your students, give effective feedback, and ensure they remain on track throughout the two year courses – how to structure for this
- Strategies to prepare your students for the assessments and examination

LOCATION/DATE

London

Thursday 29 June 2023

## COURSE LEADER

**Rob Dangerfield** is Teaching, Learning & Research Practitioner and English specialist based at a large secondary school in the West Midlands. He has proven experience of excellent GCSE results within English Language and English Literature. Rob is a senior examiner with a leading exam board, as well as having a wealth of knowledge and expertise with teaching the WJEC/Educas and AQA specifications. Rob can deliver in-house departmental and whole school CPD, as well as mentoring and coaching staff across a number of other subject areas.

## WHO SHOULD ATTEND?

- English RQT's and NQT's
- Teachers new to teaching EDUQAS GCSE English

## BENEFITS OF ATTENDING

- Find out about the core concepts, key challenges, levels of the specification and ways to structure your two year course for end result successful outcomes
- Gain top teaching tips and realistic practical advice based on current practice
- Take away effective strategies on how to teach the course to maximise student potential
- Examine lots of ideas to stimulate classroom delivery and performance
- Discuss examples of student work and how to prepare students to get the maximise possible marks



## BIOGRAPHIES

### Donna Adams

Donna Adams has over 10 years experience teaching English GCSE and is Programme Manager for English at a large inner-city college in London. She also has a keen interest in helping students to read for pleasure, as well as improving students confidence and boosting their motivation. She has a wealth of knowledge and experience working with middle band learners, helping them to achieve higher and securing good passing grades. Her favourite aspects of English are teaching creative and transactional writing.

### Fe Brewer

Fe Brewer is a Lead Teacher Educator and middle leader in Leicester with a keen interest in teacher development and professional learning. She is also an ELE, co-author of 'Succeeding as an English Teacher', and a Regional Advocate for LitDrive.

### Patrick Collins

Patrick Collins is Deputy Headteacher for Teaching & Learning at Forest Gate Community School in London. He has been part of the development of Forest Gate Community School into one of the highest performing schools in the country. Patrick has worked with the English department on its journey to becoming the TES 'Best English department in England' in 2020. He is a teacher of English Language and Literature, as well as a qualified SENDCo, and has worked within the CST as a Regional Director for Vulnerable Students. He has responsibility for the whole school CPD programme within FGCS, delivering high-impact, research driven developmental training to all teaching staff.

### Liz Calcott

Liz Calcott is an experienced senior examiner, moderator, advocate and trainer for AQA English at GCSE and A Level. This became an even more significant role in January 2016 and she now also creates and delivers CPD courses in English Language and English Literature for teachers. She also has significant teaching experience in a range of schools in English at both GCSE and A level.

### Amy Coombe

Amy Coombe is School Improvement Lead at Athena Learning Trust, and has a focus on driving improvements in reading and teaching. She has achieved over 91% 4+ at GCSE as Head of English and Assistant Head for five years at Jane Austen College. Amy leads on CPD and line management for the trust, providing high quality CPD and line management for every role in the school. She has written a Key Stage 4 curriculum to support struggling schools, oversees the reading strategy that includes a tutor time reading program, and catch-up program including support and training for Lexonik. Amy has developed a new cover system for trust secondaries, dramatically reducing workload for teachers and supporting senior leaders to manage high levels of staff absence with minimal disruption to student learning.

### Pamela Dale

Pamela Dale is an experienced Advanced Learning Practitioner, teacher and examiner. She works closely with The English Association and is a regular contributor to their journals, articles, and podcasts. She is currently working with The University of Newcastle on a prototype for a new and innovative creative writing app for students.

### Rob Dangerfield

Rob Dangerfield is Teaching, Learning & Research Practitioner and English specialist based at a large secondary school in the West Midlands. He has proven experience of excellent GCSE results within English Language and English Literature. Rob is a senior examiner with a leading exam board, as well as having a wealth of knowledge and expertise with teaching the WJEC/ Educas and AQA specifications. Rob can deliver in-house departmental and whole school CPD, as well as mentoring and coaching staff across a number of other subject areas.

### Sophie Duckworth

Sophie Duckworth is an experienced English teacher with nearly 20 years classroom experience in the UK and working abroad in British International Schools. Sophie has experience leading departments in roles including Key Stage Co-ordinator, Head of Department, and Assistant Headteacher. Sophie brings a wealth of teaching experience to provide delegates with tips on how to overcome issues in the classroom and guide students to optimise their performance.

### Chris Jones

Chris Jones has over fifteen years successful experience working at a variety of levels in the education sector. His key areas of expertise are teaching and learning, curriculum, and English. Chris is an accredited Walkthrus trainer and delivers teacher training and CPD on a wealth of topics. Chris is a senior associate with a leading exam board in English on multiple qualifications, from Functional Skills through to GCSE. Chris is passionate about improving the literacy skills of pupils.

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