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Languages

CPD Courses

Summer & Autumn 2025

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Upcoming Courses

London: £289.00+VAT | Online: £249.00+VAT

Languages Leadership

T0118	Outstanding Leadership of a Languages Department	London: Wednesday 02 July 2025 Online: Monday 17 November 2025 London: Monday 01 December 2025
T0308	NEW Improving Behaviour in the Languages Classroom	London: Friday 13 June 2025 London: Monday 24 November 2025
T0273	NEW Languages Strong Foundations: A Guide for Early Career Teachers	Online: Thursday 26 June 2025 Online: Monday 13 October 2025

A-Level French

T0119	Outstanding A-Level French Teaching	London: Monday 23 June 2025 London: Wednesday 03 December 2025
T0305	NEW AQA A-Level French: Strategies for Success in the 2026 Exams	London: Tuesday 15 July 2025
T0368	NEW AQA A-Level French: Reviewing the 2025 Exams	Online: Monday 13 October 2025
T0120	Teaching AQA A-Level French for the First Time	Online: Wednesday 04 June 2025 London: Tuesday 01 July 2025 London: Tuesday 04 November 2025
T0121	AQA A-Level French: Aiming for A/A*	London: Tuesday 08 July 2025 London: Friday 07 November 2025
T0122	Teaching Pearson Edexcel A-Level French for the First Time	Online: Thursday 05 June 2025 London: Wednesday 02 July 2025 London: Wednesday 05 November 2025
T0123	Pearson Edexcel A-Level French: Aiming for A/A*	London: Thursday 04 December 2025

GCSE French

T0132	Brilliant GCSE French Teaching	London: Monday 09 June 2025 London: Monday 10 November 2025
T0303	NEW AQA GCSE French: Strategies for Success in the 2026 Exams	London: Wednesday 16 July 2025
T0129	AQA GCSE French: Maximising Student Outcomes in the New 2026 Exam Papers	Online: Monday 23 June 2025 London: Tuesday 18 November 2025
T0131	New to Teaching GCSE French	London: Thursday 10 July 2025 London: Friday 14 November 2025
T0130	AQA GCSE French: Aiming for Grades 8-9 (New Specification)	London: Wednesday 12 November 2025

A-Level German

T0306	NEW A-Level German: Strategies for Success in the 2026 Exams	London: Thursday 26 June 2025
T0127	Teaching A-Level German for the First Time	Online: Wednesday 18 June 2025 Online: Friday 07 November 2025
T0302	NEW A-Level German: Aiming for A/A*	Online: Friday 04 July 2025 Online: Monday 24 November 2025
T0126	Outstanding Assessment, Marking and Feedback in A-Level German	Online: Monday 08 December 2025

GCSE German

T0138	New to Teaching GCSE German	Online: Friday 27 June 2025 Online: Friday 14 November 2025
T0139	GCSE German: Aiming for Grades 8-9	Online: Monday 30 June 2025 Online: Monday 01 December 2025

A-Level Spanish

T0307	NEW AQA A-Level Spanish: Strategies for Success in the 2026 Exams	London: Monday 14 July 2025
T0124	Teaching AQA A-Level Spanish for the First Time	London: Friday 27 June 2025 London: Wednesday 05 November 2025
T0125	AQA A-Level Spanish: Aiming for A/A*	London: Wednesday 09 July 2025 London: Tuesday 09 December 2025

GCSE Spanish

T0144	Brilliant GCSE Spanish Teaching	London: Thursday 26 June 2025
T0304	NEW AQA GCSE Spanish: Strategies for Success in the New 2026 Exams	London: Thursday 17 July 2025
T0134	AQA GCSE Spanish: Maximising Student Outcomes in the New 2026 Exam Papers	Online: Monday 30 June 2025 London: Wednesday 19 November 2025
T0135	New to Teaching GCSE Spanish	London: Thursday 10 July 2025 London: Monday 08 December 2025
T0136	GCSE Spanish: Aiming for Grades 8-9	Online: Friday 04 July 2025 London: Thursday 11 December 2025



Outstanding Leadership of a Languages Department

Course Code: **T0118**
 Course Leader: **Jonathan Mumford**
 London: **Wednesday 02 July 2025**
 Online: **Monday 17 November 2025**
 London: **Monday 01 December 2025**

ABOUT THIS COURSE

What does it take to achieve excellence in a Languages department and what pivotal role does the Head of Languages play in maintaining this excellence? This course, updated for 2025, will examine strategies for successful recruitment of students, for optimising teaching and learning, for managing teachers experienced and inexperienced, and for establishing and maintaining a position for Languages within a school

Whether you are currently a Head of Languages 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.

BENEFITS OF ATTENDING

- Considered what makes a Languages department excellent, and the role of the Head of Languages in achieving excellence
- Looked at ways in which a Head of Languages can develop and improve teaching and learning
- Enhanced their ability to lead, support and nurture teachers in the department

PROGRAMME

What is a Successful Languages Department?	10.00am
<ul style="list-style-type: none"> • The quality of teaching and learning • Managing staff towards happiness and fulfilment • Expectations and outcomes: Senior leadership, the intellectual environment, public exams and progression to higher education 	
Student Recruitment	10.30am
<ul style="list-style-type: none"> • Key Stage 3: Curricula to attract and retain students • Stretch and challenge without intimidation • Beyond the classroom and the curriculum: Educational visits and trips 	
Break	11.30am
Leading Outstanding Teaching and Learning in Languages	11.45am
<ul style="list-style-type: none"> • Implementing effective strategies to ensure a consistent and effective experience for all learners considering recent curriculum changes • How a Head of Languages can model outstanding teaching and learning • Developing curricula and schemes of work • Making effective use of assessment and assessment data 	
Lunch	12.30pm
Staff Development: How to Support and Develop your Staff	1.30pm
<ul style="list-style-type: none"> • Strategies for managing your staff, from experienced to inexperienced teachers and NQTs • Involving others in decision-making, planning and delivery • How to introduce change: Reducing resistance and addressing concerns 	
Break	2.40pm
How it Works: The Head of Languages	3.00pm
<ul style="list-style-type: none"> • Preparing for Inspections • Department evaluation – Driving up improvements to enhance performance • Peaks, troughs and the long run: Responding to success and failure 	
Depart	3.40pm

LANGUAGES T&L

Languages Strong Foundations: A Guide for Early Career Teachers

Course Code: **T0273**
 Course Leader: **Jonathan Mumford**
 Online: **Thursday 26 June 2025**
 Online: **Monday 13 October 2025**

ABOUT THIS COURSE

This new course, part of our 'Guide for Early Careers Teachers' range is designed for new teachers of Languages in their induction period. It covers essential teaching skills and strategies for developing students' speaking, reading, writing, and listening abilities. The course also emphasises Quality First Teaching and includes exam-level preparation for GCSE and A-Level.

BENEFITS OF ATTENDING

- Learn effective strategies for developing speaking skills
- Gain insights into enhancing reading comprehension using suitable texts
- Discover approaches for improving writing accuracy and sophistication
- Understand methods for building listening comprehension with multimedia resources
- Acquire exam-level teaching techniques and strategies for GCSE and A-Level



PROGRAMME

Introduction and Objectives	10.00am
Developing Speaking Skills	10.15am
<ul style="list-style-type: none"> • Techniques for promoting oral proficiency • Activities and exercises to encourage student participation and confidence in speaking 	
Break	11.15am
Enhancing Reading Skills	11.30am
<ul style="list-style-type: none"> • Strategies for teaching reading comprehension • Selecting suitable texts to improve students' reading abilities 	
Lunch	12.30pm
Improving Writing Skills	1.15pm
<ul style="list-style-type: none"> • Approaches to teaching writing • Techniques for developing students' writing accuracy and sophistication 	
Break	2.15pm
Building Listening Skills	2.30pm
<ul style="list-style-type: none"> • Methods for enhancing listening comprehension • Using audio and multimedia resources to improve listening skills 	
Exam-Level Teaching for GCSE and A-Level	3.00pm
<ul style="list-style-type: none"> • Strategies for preparing students for speaking, reading, writing, and listening exams • Focus on exam techniques and tailored practice 	
Depart	3.40pm



AQA A-Level French: Aiming for A and A*

Course Code: **T0121**

Course Leader: **Stuart Glover**

London: **Tuesday 08 July 2025**

London: **Friday 07 November 2025**

ABOUT THIS COURSE

This new course is designed for all teachers of AQA A-Level French. The aim of the course is to help teachers fine-tune students' performances so that they can achieve the highest grades. The course will outline what is expected of high ability students and explore ways to build your teaching practice around this. The course will demonstrate practical teaching and learning ideas and approaches for developing key skills and knowledge through which able students can enhance higher level skills. We will analyse what is expected at the top end of the mark range and explore active strategies to build your teaching practice around this to effectively stretch and challenge students. It will also provide guidance on effective revision strategies and examination techniques through which high achieving students can stand out and ensure that they succeed in the final examinations.

BENEFITS OF ATTENDING

- Focused on identifying the demands of Grades A & A* and providing materials to help teachers prepare students effectively
- Emphasis on teaching approaches which are most effective with able French students
- Focus on teaching approaches which stretch and challenge beyond A-Level
- A detailed look at the different demands and types of questions
- Materials will be provided that will allow teachers to cover the course in innovative and student-friendly ways that push the highest ability students

PROGRAMME

Grades A & A*: Key Student Behaviours 10.00am

- The structure of the specification and using it to plan for success for the top end students
- Exam Feedback: What does it tell us about the standards set for the top learners? How can we teach to this effectively?
- Grades A & A*: What are the differences between these?
- Key attributes of Grade A & A* French students in the classroom and how to identify these students
- Which skills are the very hardest in A-Level French? Developing responses in French, noting how grammar must be honed to allow access to the synonym task, e.g. what type of word is needed in this gap: On a -- la peine de mort. Similarly, coping with translation: How to translate tricky ideas such as ce qui, ce que or dont.
- Avoiding potential hazards: What can cost a top student their A grade?

Break 10.45am

Paper 1: Listening, Reading and Writing –

The Key Challenges for A/A* Students 11.00am

- Translation – Grammar vocabulary, comparing answers – What gets into the top mark band, why, and how to ensure your teaching methods work to this
- Teaching methods to support students in structuring their answers for full marks on the summary tasks
- Teaching approaches that create high level thinking to summarise spoken language well
- What are the examiners looking for in top level A and A* performance?

Lunch 12.00pm

Paper 2: Key Challenges for Grade A/A* Students in Writing 1.00pm

- Developing ideas and strategies to offer relevant and detailed Grades A and A* information with a critical analysis
- Potential advantages and pitfalls in the use of idioms such as expressions like autant que je sache, pour que je puisse etc, and how this can sometimes detract from a high-level response
- Focus on the exact precision and detail that examiners are looking for in top level students in their responses in Paper 2
- Methods for students use and manipulate grammatical structures and vocabulary at grade A and A* level

Break 2.00pm

Paper 3: Speaking: Stretching and Challenging Able Students To A/A* 2.15pm

- Ways and means to develop and expand the viewpoints of your students
- Analysis and reference to Francophone countries when discussing topics
- Making a relevant and personal choice of topic for the Independent Research Project
- Developing your student's ability to respond readily and spontaneously to ensure that highest grade criteria are met
- Making effective use of a wide range of vocabulary and complex structure appropriate to task

Exam Tactics for Reaching the Highest Grades 3.00pm

- What are the biggest challenges in A-Level French for the A/A* learner?
- Retention, recall and deployment. Hints for embedding chronology and coverage of key content.
- Varying skills practice to stretch the most able. Making the link between skills.
- Revision ideas to help students produce the highest quality responses.

Depart 3.45pm

AQA GCSE FRENCH



New to Teaching GCSE French

Course Code: **T0131**

Course Leader: **Katherine Golding**

London: **Thursday 10 July 2025**

London: **Friday 14 November 2025**

ABOUT THIS COURSE

This course is intended to provide teachers who are about to start or in their first couple of years teaching GCSE French, with all they need to teach their course effectively. It will equip delegates with the knowledge and skills needed to become an effective GCSE French teacher, focusing on the core areas of listening, reading, speaking and writing both in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas. The course will reflect on current challenges and any modifications to the exam system, with tips on how to overcome issues in the classroom and to guide students to optimise their examination performance.

BENEFITS OF ATTENDING

- Gain the latest understanding of the features of effective teaching and learning for GCSE French.
- Address the challenges faced by teachers where students have missed vital lessons caused by the Covid pandemic and develop engaging ways to bridge the gaps.
- Take away practical advice for enhanced teaching and learning in the classroom.
- Examine methods to assess and maximise student progress through independence and confidence.
- Develop students' skills in the four key areas of the language acquisition.
- Increase student confidence in the examination.
- Take away hints and advice to enhance student performance in the examinations in all 4 key skills.

PROGRAMME

Key Messages from The Course 10.00am

- Developing knowledge regarding which part of the course to begin with and the benefits or weaknesses for this.
- Assessing the correct starting point for your students based on prior knowledge.

Teaching the Reading and Listening Skills 10.15am

- Gain understanding of the ways and means that students may listen and respond and how to plan for this
- Practical advice to enhance the teaching of listening properly and the benefit of note taking during this
- Gain understanding of the ways and means that students may translate and respond and how to plan for this
- Practical advice to enhance the teaching of reading properly and the pitfall of skim reading
- Effective methods to assess progress and attainment in reading and listening
- Demands of the examinations and how to prepare students successfully from first teaching

Break 11.15am

Becoming an Effective Teacher of Speaking 11.30am

- Practical ideas to create a successful French classroom including the visual use of the classroom space.
- How to develop confidence through encouraging spontaneous speaking
- Gain an understanding about how engaging games can embed speaking skills
- Managing the demands on the teacher in the speaking test - How much is too much input?
- Avoiding the pitfalls of the speaking test
- Responding to questions asked using the photo cards

Lunch 12.30pm

Effective Strategies for Teaching Translation 1.30pm

- An overview of both translation tasks – What to be most attentive of and where quick gains can be made.
- Key considerations and powerful strategies for teaching translation skills
- Highlighting challenges of French to English translation and how to overcome them
- Challenges of the English to French translation and strategies to foster student progress to further achievement.
- Importance of avoiding paraphrase to ensure accurate translation and developed responses.
- Deconstructing the question- what does it really ask? Student misconceptions

Break 2.30pm

The Writing Tasks 2.45pm

- Dissecting the writing tasks at foundation tier and scaffolding them for students - What might this look like and how to embed the scaffolding skill from the outset
- Raising expectations and overcoming demands of the writing tasks at higher tier - 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 learning of writing skills
- Best practices in teaching grammar

Depart 4.00pm



Teaching A-Level German for the First Time

Course Code: **T0127**
 Course Leader: **Wanda Marshall**
 Online: **Wednesday 18 June 2025**
 Online: **Friday 07 November 2025**

ABOUT THIS COURSE

This popular course, revamped for 2025, is specifically targeted and designed for all teachers new to teaching A-Level German. The sessions are designed to ensure students have the best opportunity to maximise their potential grades and improve teachers' understanding of A-Level teaching.

Teachers will receive new teaching approaches and techniques, ideas, as well as key guidance on how to develop with advice on the standards of A-Level and best ways to prepare students with the exam as the endgame. Practical strategies will be demonstrated for teaching across a broad range of student A-Level abilities.

BENEFITS OF ATTENDING

- Gain top teaching tips and realistic practical advice from an experienced practitioner
- Take away effective strategies on how to teach German at A-Level and maximise student potential
- Find out about the core concepts, key challenges, and ways to structure your course for successful end result outcomes
- Discuss examples of student work and how to prepare students to get the maximum possible marks

PROGRAMME

Subject Content of The Specification	10.00am
<ul style="list-style-type: none"> • What's involved in the A-Level German course? (Speaking/Listening/Reading/Writing) • 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 	
Break	10.40am
Teaching Approaches to Listening and Reading	11.00am
<ul style="list-style-type: none"> • Dealing with false friends and distractors; using transcripts and ideas for the classroom • How to encourage more self-study and independent learning • Exam techniques; Focus on timing, question-types and strategies for success under pressure 	
Lunch	12.00pm
Teaching Literature and Film for The First Time	1.00pm
<ul style="list-style-type: none"> • Moving your students on from GCSE description to A Level analysis – The challenge of transition • Choosing which works to teach – An overview of the possibilities and resources available • Teaching the characters and themes – Ideas for the classroom from character grids and mock interviews to grids and essay plans 	
Break	2.00pm
Tackling Translation	2.15pm
<ul style="list-style-type: none"> • Strategies to support students using complex structures realistically, and ensuring accuracy • Avoiding costly errors • Ways students can practice translation independently 	
Teaching Speaking Successfully	2.45pm
<ul style="list-style-type: none"> • Ideas for getting them talking; Games, competitions, homework and partner work • AO4; No excuses for not getting full marks. How much and what do students need to know about Germany/German speaking countries? • Choosing an IRP title. Which ones are most successful? How to monitor and set up practice IRPs 	
Depart	3.45pm

GCSE GERMAN

GCSE German: Aiming for Grades 8-9 (New Specification)

Course Code: **T0139**
 Course Leader: **Wanda Marshall**
 Online: **Monday 30 June 2025**
 Online: **Monday 01 December 2025**

ABOUT THIS COURSE

New for 2025, this course is specifically aimed on ensuring your GCSE German students achieve the highest marks in the new GCSE specification. It will focus on exploring the characteristics of work produced by students at the highest levels and delve into a range of teaching materials and strategies, designed to ensure that students achieve the top grades of 8 and 9.

BENEFITS OF ATTENDING

- Take away teaching ideas and approaches that challenge and develop grade 8 and 9 students
- An in-depth look at the requirements of the new GCSE and how to achieve the best grades for your students
- Develop creative strategies to accelerate learning and raise standards
- Take away strategies and approaches to maximise students' marks in the examination
- Scrutinise and discuss exemplar grade 8 and 9 answers
- Find out more about giving the most effective feedback to 8/9 calibre students
- Gain insights on how to stretch and challenge high ability students
- Come away with strategies for adapting your existing resources to the new GCSE specifications



PROGRAMME

The Assessment Demands for Top Grade Outcomes in GCSE German	10.00am
<ul style="list-style-type: none"> • What are the barriers to attaining high grades? • What is required to achieve a top band mark and how do we get there 	
Break	10.45am
Stretching and Challenging your More Able Students	11.00am
<ul style="list-style-type: none"> • Analysing Grade 8/9 responses to increase opportunities for high grades in GCSE German • Strategies to 'read around' unfamiliar words and phrases • Strategies to promote 'high order thinking skills' not 'more of the same' • Encourage students to create effective study materials 	
Maximising Exam Performance: Review Where Top Marks Are Lost and How To Avoid Them	11.30am
<ul style="list-style-type: none"> • Ensuring your grade 8/9 students know exactly what examiners are looking for, how to structure answers, and the skills needed • Embed Assessment Objectives in GCSE German – Staying focused on the end-goal • Excellent starters and plenaries • How to best approach and structure high mark exam questions to achieve top band • Teaching strategies which maximise marks in the exams' 	
Lunch	12.15pm
Exemplar Grade 8+9 Answers	1.15 pm
<ul style="list-style-type: none"> • Grade descriptors, activities, practical teaching strategies • Potential model answers for Paper 1, Paper 2, Paper 3, and Paper 4 • Candidate style answers and commentaries – What examiners look for • Peer marking and its role in improving skills – Teaching students how an examiner recognises a top band answer 	
Effective Feedback for 8/9 Students – Comments, not Marks	2.00pm
<ul style="list-style-type: none"> • Feedback strategies to stretch able German students to maximise their potential – Asking questions as feedback, no mark – just feedback, amending answers using mark schemes • Feedback suggestions that challenge and move forward high grade students • What an examiner looks for in a top band essay using exemplars • Going beyond a template, getting students to understand what a top-grade essay looks like. 	
Break	2.45pm
Preparing For Exam Success	2.50pm
<ul style="list-style-type: none"> • Effective teaching strategies to support your high ability GCSE German students in preparing for examinations • 3 steps to revision success • How to get high ability students to take ownership of their GCSE German revision • Balancing exam technique and specification requirements whilst encouraging student engagement with German in the wider world and signposting to A-Level 	
Depart	3.40pm



AQA A-Level Spanish: Aiming for A/A*

Course Code: **T0125**
 Course Leader: **Tim Guilford**
 London: **Wednesday 09 July 2025**
 Online: **Tuesday 09 December 2025**

ABOUT THIS COURSE

This highly regarded and very popular course, revised for 2025, is designed for all teachers of AQA A-Level Spanish. The aim of the course is to help teachers fine-tune students' performances so that they can achieve the highest grades. The course will outline what is expected of high ability students and explore ways to build your teaching practice around this. We will analyse what is expected at the top end of the mark range and explore active strategies to build your teaching practice around this to effectively stretch and challenge students.

BENEFITS OF ATTENDING

- Focus on identifying the demands of Grades A & A* and providing materials to help teachers prepare students effectively
- Emphasis on teaching approaches which are most effective with able Spanish students
- Focus on teaching approaches which stretch and challenge beyond A-Level
- A detailed look at the different demands and types of questions

PROGRAMME

The Assessment Demands for A/A* Students	10.00am
<ul style="list-style-type: none"> • The assessment demands of all components in the highest grades. • What do examiners say? Which skills are the very hardest in A-Level Spanish? • Using the specification and the assessment demands to plan a highly successful learning journey aiming at the top bands 	
Break	10.45am
Paper 1: Achieving A/A* in Listening, Reading and Writing	11.00am
<ul style="list-style-type: none"> • Tackling the summaries: Strategies to extensively practise this section of the exam • Translation and grammar, what is required to reach the top band • Key discrimination questions: the gap fill task and how to tackle it 	
Lunch	12.20pm
Paper 2: Key Challenges for Grade A/A* Students	1.20pm
<ul style="list-style-type: none"> • Analysing different essay writings - What are the common strands in a A/A* performance? • How to strengthen structure and offer relevant, detailed information with superb critical analysis • Methods to manipulate grammatical structures and vocabulary at grade A and A* level 	
Break	2.00pm
Paper 3: Stretching and Challenging Able Students for A/A* Speaking	2.15pm
<ul style="list-style-type: none"> • Techniques to develop the viewpoints of your students and make sure they refer to Spanish speaking countries, analytically, when discussing topics, including in the IRP • Analysing students' performances - What are the common strands in an A/A* oral performance? • Building vocabulary and developing high end skills 	
Finishing Touches: Individual Research Project	3.00pm
<ul style="list-style-type: none"> • Making a relevant and personal choice of topic for the IRP • Developing your students' ability to respond readily and spontaneously • Effective use of a wide range of vocabulary and complex structures appropriate to the task 	
Exam Tactics for Reaching the Highest Grades	3.30pm
<ul style="list-style-type: none"> • What are the biggest challenges in A-Level Spanish for the A/A* learner? • Retention, recall and deployment. Hints for embedding chronology and coverage of key content • Revision ideas to help students produce the highest quality responses 	
Depart	3.45pm

GCSE SPANISH

AQA GCSE Spanish: Maximising Student Outcomes in the New 2026 Exam Papers

Course Code: **T0134**
 Course Leader: **Juliet Park**
 Online: **Monday 30 June 2025**
 London: **Wednesday 19 November 2025**

ABOUT THIS COURSE

Irrespective of how well staff prepare students for the AQA written papers in GCSE Spanish, each year many marks are lost because of poor exam technique or quite simply students not knowing exactly what a question is asking for. This new course will look at the different types of questions featured across the three exam papers and how the initial reading and dissecting of a question is key to actually answering the question in the way that the question setter intended it to be answered.

There will be examples of answers from across a range of content to illustrate the differences between high scoring answers and mediocre answers, which, when grade boundaries are very 'tight', could mean the loss of one or more grade. Other common exam technique errors will also be addressed, and strategies introduced to help students monitor improvement in their exam technique. A methodology for marking, grading and evaluating student work will be introduced

BENEFITS OF ATTENDING

- Identify the main areas where students lose marks when answering exam questions
- Identify the range of question types
- Focus on how to extract information from a question to allow access to all the marks available
- Analysing how; a lack of examples, repetition of information, failure to focus on key terms, insufficient points and vague comments can impact the final outcome
- Develop strategies for student self-monitoring and evaluation of their exam technique
- Develop an understanding of accurate staff and peer marking



PROGRAMME

Ways to Prepare Students for Examination	10.00am
<ul style="list-style-type: none"> • Overview of good practice in preparation for any exam series; reflection, knowledge and skills audit, action plan, set targets and reflect/review, long term planning, question matrix per each topic/paper, revision aids • Using historical centre-based information to address issues with the current cohort • Identifying the common pitfalls that students make at both ends of the ability spectrum and ways to avoid this 	
Break	11.00am
Exploring the Different Type of Questions Across the Exam Papers	11.15am
<ul style="list-style-type: none"> • Incorporating authentic materials and resources in the classroom to improve vocabulary • Encouraging reading aloud and dictation • Strategies for incorporating Phonics for language learners at GCSE • Differentiated instruction for diverse learner needs 	
Strategies To Prepare Students for Listening – Paper 1	11.15am
<ul style="list-style-type: none"> • Identifying the range of question types; multiple choice, short structured, extended response questions • Developing student's exam skills; scaffolding, part paragraphs, so-called model answers, structure strips, using technology (visualisers), and developing literacy • Learn specific strategies for tackling each question type effectively • Analyse sample exam questions from previous GCSE papers to understand what examiners look for in high-level responses 	
Lunch	12.15pm
Extracting the Correct Information from the Question for the 6- and 9-mark questions	1.15pm
<ul style="list-style-type: none"> • A question is more than just a test of subject knowledge – How to ensure that students dissect an extended question correctly • Strategies to standardise the dissection of a question across all papers irrespective of the member of staff delivering the area of the specification • How students can monitor their own exam technique in homework and assessment tasks 	
Applying Knowledge in Question Responses	2.00pm
<ul style="list-style-type: none"> • Practical strategies to apply relevant knowledge to various scenarios and question types • A review of key terms, command words and vocabulary • Deepening the understanding of command words, particularly for AO2 and AO3 and the impact on an answer and subsequent marks gained when the command word in a question is not accurately addressed • Apply this knowledge to craft well-structured and comprehensive answers in future exams 	
Break	2.45pm
Accurate Staff and Peer Marking	3.00pm
<ul style="list-style-type: none"> • How to approach teaching GCSE exam skills with confidence • The use of appropriate and meaningful annotation to give students the greatest amount of accurate information to help them improve their answers 	
Depart	3.30pm

Unlock Success with Keynote Educational

At Keynote Educational we are dedicated to excellence and inspiring both teachers and students. As a leading national provider, we offer a range of services, including Teacher CPD Courses, National Conferences, In-School Teacher Events, Student Revision Events and Exam Marking. With an innovative and rich history spanning over 25 years, our commitment remains strong in empowering teachers and supporting students in maximising their potential.

Teacher CPD Courses

Informative and engaging CPD courses in a vast range of subjects and leadership areas, designed by our expert in-house team and dynamic course leaders.

“

More practical courses like this, please! I left with lots of ideas I started applying the next day. It was absolutely brilliant, and the instructor was amazing. Please do more like it, Keynote!

Hammersmith Academy

The conference exceeded my expectations, which were already high. Excellent takeaways, fun and engaging sessions. I can easily imagine using it in my school!

Loughborough Grammar School

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National Conferences

Our national conferences bring together leading experts and practitioners, focusing on the key priorities and challenges in education.

In-School Teacher Events

All our courses can be offered and delivered as in-school sessions and tailored to your schools' specific needs.

“

Keynote delivered another informative and engaging CPD event at Harris Crystal Palace. Teachers from across the Academy benefited from expert-led Teaching and Learning sessions, with ample opportunities to share good practice and implement new curriculum strategies.

Harris Federation

We were delighted to welcome back Keynote Educational for an in-school student event. This interactive revision day was packed with high-impact strategies students could immediately apply to their exam preparation. With high-quality resources delivered by an experienced AQA examiner, the day ensured students felt confident and fully prepared for their exams.

West Kirby School & College

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