

Keynote
educational

SPRING 2024

LANGUAGES



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LEADING AN OUTSTANDING LANGUAGES DEPARTMENT

CODE 8712

ABOUT THIS COURSE

These are exciting and challenging times to lead in Languages.

This course will consider what excellence in a Languages department looks like, and the role of the Head of Languages in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, for optimizing teaching and learning, for managing teachers experienced and inexperienced, and for establishing and maintaining a position for Languages within a school. It will conclude with an overview of what the working year of a Head of Languages 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 question-and-answer sessions. Delegates will leave equipped with effective practical strategies and ideas.

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

PROGRAMME

What is a successful Languages department?

10.00 – 10.30am

- The position of Languages within a school: variables, challenges and opportunities
- 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

10.30 – 11.30am

- Key Stage 3: curricula to attract and retain students
- Engaging interest in language & Literature work at GCSE
- Stretch and challenge without intimidation
- Beyond the classroom and the curriculum: educational visits and trips
- Languages in a digital world

Discussion: coffee break

11.30 – 11.45am

Leading outstanding Teaching and Learning in Languages

11.45 – 12.30pm

- Implementing effective strategies to ensure a consistent and effective experience for all learners in light of 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
- Using a range of monitoring tools to track performance, recognise underachievement and motivate learners
- Selecting appropriate pathways for learners

Lunch and informal discussion

12.30 – 1.30pm

Staff Development: How to support and develop your staff

1.30 – 2.40pm

- Strategies for managing your staff, from experienced to inexperienced teachers and NQTs
- Making observation and appraisal processes as effective as possible
- Involving others in decision-making, planning and delivery
- Making the most of departmental meetings
- How to introduce change: reducing resistance and addressing concerns
- Matching your curriculum and your staff and to your team

Discussion: afternoon tea

2.40 – 2.45pm

How it works: the Head of Languages

3.00 – 3.45pm

- 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 22 March 2024

Monday 17 June 2024

COURSE LEADER

Jonathan Mumford is a consultant and Professional Tutor in education who works at Liverpool Hope University delivering ITT training. A current AQA examiner, he has taught French and Spanish for 16 years in a mixed comprehensive school in Merseyside with the last 8 of those as Head of Languages. He has a proven track record of outstanding GCSE teaching in the languages classroom having achieved top grades consistently, spending over 12 years in an Ofsted-rated Outstanding school. His passion is teaching and learning and a particular area of focus is enthusing and inspiring language students to achieve well and thrive.

WHO SHOULD ATTEND?

- Heads of Languages Departments
- Aspiring Heads of Languages Departments
- Heads of Languages Faculties
- Senior Leaders responsible for Languages

BENEFITS OF ATTENDING

- Considered what makes a Languages department excellent, and the role of the Head of Languages in achieving excellence
- Looked at a range of strategies for improving and maintaining recruitment of students
- Looked at ways in which a Head of Languages can develop and improve teaching and learning within the department
- Enhanced their ability to lead, support and nurture teachers in the department
- Examined the yearly workload of a Head of Languages and the life cycle of the job
- Reflected on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of Languages position

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

CODE **9634**

ABOUT THIS COURSE

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

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

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

PROGRAMME

The Exam – Reflections and Approaches

10.00 – 10.30am

- Key messages to be learned from the most recent examinations
- Matching messages to actual examination questions and student responses
- Discussing the reasons that can be attributed to problematic areas
- Reflecting on what may have been delivered more effectively

Starting to Appreciate what is needed for Paper 1

10.30 – 11.30am

- The main factors that affect examination success in translation. Why paraphrasing is such an issue
- Deep-diving the problem questions from Paper 1 in terms of the receptive skills of listening and reading
- Reflecting on the problems with the synonym task and which aspects of the task are more problematic
- Making a plan of action- what should we do? How should we do it?

Discussion: coffee break

11.30 – 11.50am

A Focus On Paper 2

11.50 – 12.30pm

- How students answer compared to what the exam board want
- Strategies to meet the demands of content and accuracy
- Managing difficult titles and knowing the difference between the film and literature questions
- Analytical clinic. How can students evaluate accurately?

Lunch and informal discussion

12.30 – 1.30pm

Speaking Test Headaches

1.30 – 2.15pm

- Dealing with the cards. AO4- selecting information to support arguments
- The Individual research project- what makes a good title?
- Making best use of the Candidate Record form
- Maximising marks in AO1 and AO3

Discussion: afternoon tea

2.15 – 2.30pm

Moving forward and Maximising Success in 2025 and Beyond

2.30 – 3.30pm

- Producing a plan of action to maximise student success
- Specific lessons to be learnt and how to prevent them from happening again
- Ensuring whole department success- managing staff and developing a progressive teaching culture that organically learns and improves

LOCATION/DATE

London

Thursday 27 June 2024

COURSE LEADER

Stuart Glover is a renowned expert in GCSE and A-Level French, he has been head of department and taught till 2020. He has been chief examiner for igcse French, Principal moderator for GCSE French at AQA for 12 years, reviser, presenter, principal examiner for GCSE writing and lead examiner for Gcse French. He has also examined at A-Level for many years for the same awarding body.

WHO SHOULD ATTEND?

- Teachers of AQA A-Level French
- Heads of Department
- Prospective or new teachers of AQA A-Level French

BENEFITS OF ATTENDING

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

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 A-Level French.

The course will cover teaching methods and approaches that maximises high achievement and includes memorisation, retrieval, interleaving, deep practice, flipped learning, effective study strategies, spaced repetition, flashcards, apps and more.

This course, aimed for all teachers of A-Level French regardless of exam board, absolutely guarantees creative approaches and take away strategies to enhance teaching and learning in A-Level French.

PROGRAMME	TIME
The Assessment Demands for Top Grade Outcomes in A-Level French and having High Expectations: The Iceberg Mode <ul style="list-style-type: none"> ● The assessment demands of all components in the highest grades: mastering the magical powers ● A learning journey: a text-based approach to master the magic powers ● Review of the characteristics of A and A* students: anchoring in challenge and independence ● Feedback from examiners: what do examiners look for at the top levels? 	10.00 – 10.30am
A structured pedagogical approach: from the text to the students’ head <ul style="list-style-type: none"> ● Cognitive science and the implications for A-Level teaching ● Teaching via texts to model the language, get ideas and develop analysing skills ● Strategies to move students away from the text: developing research and independent skills in all students (A learning diary) ● Embedding speaking opportunities via games in lessons and mastering the skills to tackle the stimulus card ● Approaching grammar: making the link between grammar and translation ● The lecture styled lesson and the Cornell method 	10.30 – 11.30am
Discussion: coffee break	11.30 – 11.45am
Easy and High Impact Digital Tools to Enhance Learning <ul style="list-style-type: none"> ● Wheel of names: spinning the knowledge. How it can be exploited at A-Level at all levels! ● Using Flippity to develop writing and oral skills ● Using Edpuzzle to exploit videos ● Using Classroomscreen to practise grammar and oral skills ● Using Genially to practise oral skills ● Creating a social media platform for your students with Flip 	11.45 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
Tackling literature, Film and the oral exam <ul style="list-style-type: none"> ● Teaching literature and film: a holistic approach that makes student think ● Maximising vocabulary learning ● How to move students from describing to analysing: practical techniques ● Timed writing opportunities ● Tackling the oral exam: the IRP 	1.30 – 2.30pm
Discussion: afternoon tea	2.30 – 2.45pm
Practical Teaching and Learning Tips <ul style="list-style-type: none"> ● The power of feedback: using digital tools to improve performance ● Extensive exam practice via Exampro ● Key discrimination questions: Fill in the blanks ● Unleashing the skill of summarising: maximising marks 	2.45 – 3.15pm

LOCATION/DATE
London
Tuesday 07 March 2024
Friday 07 June 2024

COURSE LEADER
Katherine Golding is a former Head of Department and current teacher of MFL of longstanding experience. She has successfully prepared students for GCSE (AQA), A-Level (Edexcel) and Pre-U examinations in French in current and previous iterations of the respective specifications and holds the SSAT Diploma for Innovative Teaching.

WHO SHOULD ATTEND?

- All Teachers of A-Level French
- Heads of Languages

BENEFITS OF ATTENDING

- Use key findings from the latest exam series to address national areas of weakness
- Explore practical classroom activities to bring theory lessons to life
- Develop creative strategies to accelerate learning and raise standards
- Take away numerous learning strategies to ensure optimised deliberate practice
- Take away innovative strategies to improve performance of students of all ability levels
- Gain insights on how to stretch and challenge high ability students
- Develop proven revision strategies based around learning French for A-Level

TEACHING AQA A-LEVEL FRENCH FOR THE FIRST TIME

CODE **8714**

ABOUT THIS COURSE

This course is specifically targeted and designed for all teachers new to teaching A-Level French. The sessions are designed to ensure their 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 in 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.

PROGRAMME

Subject content of the specification

- What's involved in the A-Level French course? (Speaking/Listening/Reading/Writing)
- 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
- Paper 1: Listening, reading and writing
- Paper 2: Writing
- Paper 3: Speaking

Discussion: coffee break

Paper 1: Teaching approaches to Listening, reading and writing

- Practical strategies to layer the learning of subject content to assessment of receptive skills. E.g. spotting distractors and reading and listening to the end of utterances.
- Ways to develop the skills students need to demonstrate for top grades in receptive skills.
- Analysing how passages might contain different question demands. For example, Je viens de passer une nuit dans les rues avec les SDF et c'était une expérience que je n'oublierai jamais, dit Rémy qui fait du travail bénévole.
- What might excellent teaching of grammar look like to develop students' skills in the synonym task? E.g. what type of word should students use to fill gaps like these: On a – la peine de mort. Une justice qui risque des – judiciaires.
- Strategies to support students using complex structures (such as the subjunctive) realistically, and ensuring accuracy in language, avoiding costly 'serious errors'

Lunch and informal discussion

Assessing pupils readiness for Paper 1

- How do I know when a student has reached the top of the assessment bands?
- Teaching lower and higher ability students to ensure success
- Gain understanding of the ways and means that students may listen and respond and how to plan for this
- Effective methods to assess progress and attainment in reading and listening

Discussion: afternoon tea

Tackling the Written Examination

- Why is the written paper challenging for many students?
- Types of examination questions – what to expect and how to achieve good marks
- Looking at the themes and character. How to answer questions such as: Analysez comment la structure de L'étranger contribue à son succès or Dans quelle mesure est-ce que l'assertion « jusqu'ici tout va bien » est une phrase appropriée en considérant le déroulement du scénario de La Haine?
- Differentiated approaches to encourage learning and using grammar skills for the written paper.

Teaching Paper 3: The Speaking Paper

- How to approach the teaching of answering and asking questions: effective, strategies, methods and techniques
- Teaching ideas with associated questions and resources
- Making complicated topic areas easy.
- What are the key points for examination success in Paper 3?

LOCATION/DATE

London

Friday 15 March 2024

Wednesday 03 July 2024

COURSE LEADER

Stuart Glover is a renowned expert in GCSE and A-Level French, he has been head of department and taught till 2020. He has been chief examiner for igcse French, Principal moderator for GCSE French at AQA for 12 years, reviser, presenter, principal examiner for GCSE writing and lead examiner for Gcse French. He has also examined at A-Level for many years for the same awarding body.

WHO SHOULD ATTEND?

- NQTs in MFL
- Teachers in first years of teaching A-Level French
- Teachers seeking to increase their confidence in their teaching of A-Level French

BENEFITS OF ATTENDING

- Gain top teaching tips and realistic practical advice from an experienced practitioner
- Take away effective strategies on how to teach the course to maximise student potential
- Find out about the core concepts, key challenges, levels of the specification and ways to structure your course for successful end result outcomes
- 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

AQA A-LEVEL FRENCH: CHALLENGING STUDENTS TO ACHIEVE A AND A*

CODE 9034

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.

PROGRAMME

TIME

Grades A & A*: Key student behaviours

10.00 – 10.45am

- 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?

Discussion: coffee break

10.45 – 11.00am

Paper 1: Listening, Reading and Writing – The key challenges for A/A* students

11.00 – 12.00pm

- 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 and informal discussion

12.00 – 1.00pm

Paper 2: key challenges for Grade A/A* students in Writing

1.00 – 2.00pm

- 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

Discussion: afternoon tea

2.00 – 2.15pm

Paper 3: Speaking: stretching and challenging able students to A/A*

2.15 – 3.00pm

- 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

3.00 – 3.45pm

- 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.
- Revision ideas to help students produce the highest quality responses.

LOCATION/DATE

London

Thursday 08 February 2024

COURSE LEADER

Stuart Glover is a renowned expert in GCSE and A-Level French, he has been head of department and taught till 2020. He has been chief examiner for igcse French, Principal moderator for GCSE French at AQA for 12 years, reviser, presenter, principal examiner for GCSE writing and lead examiner for Gcse French. He has also examined at A-Level for many years for the same awarding body.

WHO SHOULD ATTEND?

- Heads of MFL
- Heads of French
- All A-Level Teachers of French

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

TEACHING PEARSON EDEXCEL A-LEVEL FRENCH FOR THE FIRST TIME

CODE **9023**

ABOUT THIS COURSE

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

Teachers will receive new teaching approaches and techniques, ideas, as well as key guidance in 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.

PROGRAMME

TIME

Subject content of the specification

10.00 – 10.40am

- What's involved in the Pearson A-Level French course? (Listening/Reading/Translation/Writing/Speaking)
- 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
- Paper 1: Listening, reading and translation
- Paper 2: Written response to works and translation
- Paper 3: Speaking

Discussion: coffee break

10.40 – 11.00am

Paper 1: Teaching approaches to Listening, reading and translation

11.00 – 12.00pm

- Practical strategies to layer the learning of subject content linking to assessment of listening and reading
- Ways to develop the skills students need to demonstrate for Section A: Listening
- What might excellent teaching of Section B: Reading look like to develop students' open-response skills?
- Strategies to support students using unseen French texts, and ensuring accuracy in language, avoiding translation errors into English

Lunch and informal discussion

12.00 – 1.00pm

Assessing pupils' readiness for Paper 1

1.00 – 2.00pm

- How do I know when a student has reached the top of the assessment bands?
- Teaching lower and higher ability students to ensure success
- Gain understanding of the ways and means that students may listen and respond and how to plan for this
- Effective methods to assess progress and attainment in reading and listening

Discussion: afternoon tea

2.00 – 2.15pm

Tackling Paper 2: Written response to works and translation

2.15 – 2.45pm

- Why is the written paper challenging for many students?
- Types of examination questions – what to expect and how to achieve good marks
- Looking at the prescribed literary texts and films, focusing on justifying points of view
- Differentiated approaches to encourage learning and using critical and analytical skills for the written response and translation

Teaching Paper 3: The Speaking Paper

2.45 – 3.45pm

- How to approach the teaching of the discussion: effective, strategies, methods and techniques for each of the four themes
- Teaching ideas with associated questions and resources for the independent research presentation
- Making complicated topic areas easy.
- What are the key points for examination success in the discussion on independent research?

LOCATION/DATE

London

Tuesday 05 March 2024

COURSE LEADER

Katherine Golding is a former Head of Department and current teacher of MFL of longstanding experience. She has successfully prepared students for GCSE (AQA), A-Level (Edexcel) and Pre-U examinations in French in current and previous iterations of the respective specifications and holds the SSAT Diploma for Innovative Teaching.

WHO SHOULD ATTEND?

- ECTs in MFL
- Teachers who are about to start teaching Pearson A-Level French
- Teachers who are in their first couple of years of teaching Pearson A-Level French
- Teachers seeking to increase their confidence in their teaching of A-Level French

BENEFITS OF ATTENDING

- Gain top teaching tips and realistic practical advice from an experienced practitioner
- Take away effective strategies on how to teach the course to maximise student potential
- Find out about the core concepts, key challenges, levels of the specification and ways to structure your course for successful end result outcomes
- 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

AIMING FOR A/A* IN PEARSON EDEXCEL A-LEVEL FRENCH

CODE 9135

ABOUT THIS COURSE

This course will demonstrate how to guide your high-performing students from success at GCSE to achieving Grades A/A* in the AQA A-Level French examinations. The course will discuss teaching and learning ideas for both language and literature options to stretch and challenge able students and to develop their higher-level skills. Using feedback from examinations, the course will examine what is expected of high ability students and explore ways to build teaching and learning to meet these challenges.

PROGRAMME

What does an A* candidate look like? How to achieve this.

10.00 – 11.00am

- Examine the assessment demands of all components for A/A* students
- Consider the most effective models for delivery of the course to ensure effective assessment practice across two years
- Review of the characteristics of A/A* level students
- Feedback of the most recent exams: what examiners look for at the top grades
- How to support students to move from B to A/A*

Discussion: coffee break

11.00 – 11.20am

Achieving A and A* in Listening, Reading and Translation – Paper 1

11.20 – 12.20pm

- Building vocabulary skills – exploring a range of methods to enhance students' A/A* vocabulary
- Increasing confidence in listening – low stakes listening as a precursor to assessment
- Advice for answering the reading and listening questions – spotting and dealing with distractors and misconceptions
- Stretching A/A* students with a range of unseen and authentic texts
- Exploring the most effective resources and ideas for helping students revise for the listening and reading
- Training students to self-monitor – routines and ideas for creating personal checklists to use in exam conditions
- Tackling the toughest sentences: developing the skills needed to unpick difficult French sentence structure and grammar to achieve A/A*

Lunch and informal discussion

12.20 – 1.20pm

Paper 2: How to guide your students to the highest grades.

1.20 – 2.15pm

- Literature and film – how to guide your students to A/A* grades
- Moving from description to critical analysis in writing, securing A/A*
- The five-pronged approach to literary texts and films
- Translation into French – accuracy of language – what is 'in tolerance'?
- Translation into French – appropriate paraphrase

Discussion: afternoon tea

2.15 – 2.30pm

The Speaking Exam

2.30 – 3.15pm

- Teaching the skills to enable the best possible independent research
- Working backwards from the mark scheme
- Building in practice and assessing progress
- Developing A/A* analytical response skills in students
- The importance of quality of language in achieving A/A*

Review and Depart

3.15 – 3.30pm

LOCATION/DATE

London

Thursday 29 February 2024

COURSE LEADER

Katherine Golding is a former Head of Department and current teacher of MFL of longstanding experience. She has successfully prepared students for GCSE (AQA), A-Level (Edexcel) and Pre-U examinations in French in current and previous iterations of the respective specifications and holds the SSAT Diploma for Innovative Teaching. She currently teaches French and German in mainstream comprehensive education in South Northants and is a marker for both Pearson and AQA.

WHO SHOULD ATTEND?

- All teachers or potential teachers of A-Level French
- Heads of Department for French
- Faculty Leads for Languages

BENEFITS OF ATTENDING

- Focused on identifying the demands of Grades A & A* and providing materials to help teachers prepare students effectively
- Recommendations for moving students on from being GCSE-describers to A-Level analysers
- Increased awareness of what we should aim for with our top students.
- Mark schemes and Examiners' Reports will be analysed to identify and clarify the requirements of the highest levels
- Sample answers at Grades A & A* will be examined
- Materials will be provided that will allow teachers to cover the content effectively in innovative and student-friendly way that push the highest ability students

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

CODE **9635**

ABOUT THIS COURSE

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

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

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

PROGRAMME

The Exam – Reflections and Approaches

10.00 – 10.30am

- Key messages to be learned from the most recent examinations
- Matching messages to actual examination questions and student responses
- Discussing the reasons that can be attributed to problematic areas
- Reflecting on what may have been delivered more effectively

Starting to Appreciate what is needed for Paper 1

10.30 – 11.30am

- The main factors that affect examination success in translation. Why paraphrasing is such an issue
- Deep-diving the problem questions from Paper 1 in terms of the receptive skills of listening and reading
- Reflecting on the problems with the synonym task and which aspects of the task are more problematic
- Making a plan of action- what should we do? How should we do it?

Discussion: coffee break

11.30 – 11.50am

A Focus On Paper 2

11.50 – 12.30pm

- How students answer compared to what the exam board want
- Strategies to meet the demands of content and accuracy
- Managing difficult titles and knowing the difference between the film and literature questions
- Analytical clinic. How can students evaluate accurately?

Lunch and informal discussion

12.30 – 1.30pm

Speaking Test Headaches: Analysing Paper 3 and Moving Forward

1.30 – 2.15pm

- Dealing with the stimulus cards; the best ways to prepare students to excel in this component
- Strategies to embed oral success in lessons, and the demands of Paper 3
- What is holding students back in the IRP performance? How to best tackle the IRP in the 2025 series?
- Final takeaways from the paper and innovative teaching ideas to implement in the classroom

Discussion: afternoon tea

2.15 – 2.30pm

Moving forward and Maximising Success in 2025 and Beyond

2.30 – 3.30pm

- Producing a plan of action to maximise student success
- Specific lessons to be learnt and how to prevent them from happening again
- Ensuring whole department success- managing staff and developing a progressive teaching culture that organically learns and improves

LOCATION/DATE

London

Friday 05 July 2024

COURSE LEADER

Tim Guilford is an experienced education professional who held the role of Deputy Head of a London School for a number of years until recently. He is currently working as a consultant and trainer providing professional development in teaching and learning for Modern Languages as well as leadership and management, coaching and mentoring, and revision skills workshops to students. Tim has significant experience as a senior examiner and as an Ofqual consultant for A-Level, and is co-authoring the new Hodder IGCSE Spanish textbook.

WHO SHOULD ATTEND?

- Teachers of AQA A-Level Spanish
- Heads of Department
- Prospective or new teachers of AQA A-Level Spanish

BENEFITS OF ATTENDING

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

TEACHING AQA A-LEVEL SPANISH FOR THE FIRST TIME

CODE **8720**

ABOUT THIS COURSE

This course is specifically targeted and designed for all teachers new to teaching A-Level Spanish. The sessions are designed to ensure their 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 in 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.

PROGRAMME

TIME

Subject content of the specification: The Iceberg Mode

10.00 – 10.40am

- Understanding the AQA A-Level syllabus
- The assessment success criteria for all AQA exam components and how to structure the course to tackle these
- Finding out about the core concepts and key challenges
- Anchoring in challenge and fostering independence

Discussion: coffee break

10.40 – 10.50am

Paper 1: Teaching approaches to Listening, reading and writing

10.50 – 12.10pm

- Practical strategies to layer the learning of subject content linking to assessment of grammar and translation skills
- What makes great teaching? A text-based approach to teaching A-Level step-by-step
- Exploiting a text: Reading and Listening for learning; Teaching the exam micro-skills
- Strategies to maximise exam skills in all ability students

Lunch and informal discussion

12.10 – 1.10pm

Teaching approaches to Literature and Film for Paper 2

1.10 – 2.00pm

- Adopting a holistic approach to Literature and Film before adopting a linear analysis
- Practical strategies to develop writing skills and moving from description to analysis
- How to maximise vocabulary acquisition in every lesson
- What makes an excellent essay? Analysing texts from past papers

Discussion: afternoon tea

2.00 – 2.10pm

Paper 3: Effective Teaching Approaches for the Speaking Paper

2.10 – 3.10pm

- Tackling the demands of the Oral exam: practical strategies to embed oracy in all lessons
- Monitoring oral work and the Independent Research project
- Working with your Spanish Assistant

Innovative uses of IT at A-Level to maximise exam performance

3.10 – 3.45pm

- Using a variety of digital tools to support A-Level teaching throughout the course
- Using digital tools to motivate and cater for different abilities

LOCATION/DATE

London

Tuesday 12 March 2024

Thursday 27 June 2024

COURSE LEADER

Tim Guilford is an experienced education professional who held the role of Deputy Head of a London School for a number of years until recently. He is currently working as a consultant and trainer providing professional development in teaching and learning for Modern Languages as well as leadership and management, coaching and mentoring, and revision skills workshops to students. Tim has significant experience as a senior examiner and as an Ofqual consultant for A-Level, and is co-authoring the new Hodder IGCSE Spanish textbook.

WHO SHOULD ATTEND?

- Teachers in first years of teaching A-Level Spanish
- Teachers seeking to increase their confidence in their teaching of A-Level Spanish
- NQTs in MFL

BENEFITS OF ATTENDING

- Gain top teaching tips and realistic practical advice from an experienced practitioner
- Take away effective strategies on how to teach the course to maximise student potential
- Find out about the core concepts, key challenges, levels of the specification and ways to structure your course for successful end result outcomes
- 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

AQA A-LEVEL SPANISH: CHALLENGING STUDENTS TO ACHIEVE A AND A*

CODE **9260**

ABOUT THIS COURSE

This new course 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.

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..

PROGRAMME

The Assessment Demands for A and A* Students

10.00 – 10.45am

- Key attributes of Grade A and A* students in the classroom and how to identify these students.
- 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.

Discussion: coffee break

10.45 – 11.00am

Paper 1: Achieving A and A* in Listening, Reading and Writing

11.00 – 12.20pm

- Going beyond the B grade and providing the skills for top level A and A* performance, in Paper 1. What do examiners say?
- Tackling the summaries: Dos and Don'ts to reach the highest grades and strategies to extensively practise this section of the exam in your lessons.
- Translation and grammar, what is required to reach the top band and how to ensure your teaching methods work to this.
- Key discrimination questions: the gap fill task and how to tackle it.

Lunch and informal discussion

12.20 – 1.20pm

Paper 2: Key challenges for grade A and A* students

1.20 – 2.00pm

- Analysing different essay writings and discussing what are the common strands in a A/A* performance.
- Teaching techniques for top level students to strengthen structure and offer relevant, detailed information with excellent critical analysis.
- Methods for students to use and manipulate grammatical structures and vocabulary at grade A and A* level.

Discussion: afternoon tea

2.00 – 2.15pm

Paper 3: Stretching and challenging able students for A/A* Speaking

2.15 – 3.00pm

- Techniques to develop the viewpoints of your students and make sure they make reference to Spanish speaking countries, analytically, when discussing topics
- Analysing different students' performances and discussing what are the common strands in an A/A* oral performance
- Building vocabulary and developing high end skills.

Finishing Touches: Individual research project

3.00 – 3.30pm

- Making a relevant and personal choice of topic for the Independent Research Project
- Developing your students' ability to respond readily and spontaneously to ensure that the highest grade criteria are met
- Making effective use of a wide range of vocabulary and complex structures appropriate to the task
- Managing the Independent Research Project

Exam Tactics for Reaching the Highest Grades

3.30 – 3.45pm

- 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

LOCATION/DATE

London

Wednesday 13 March 2024

Friday 28 June 2024

COURSE LEADER

Tim Guilford is an experienced education professional who held the role of Deputy Head of a London School for a number of years until recently. He is currently working as a consultant and trainer providing professional development in teaching and learning for Modern Languages as well as leadership and management, coaching and mentoring, and revision skills workshops to students. Tim has significant experience as a senior examiner and as an Ofqual consultant for A-Level, and is co-authoring the new Hodder IGCSE Spanish textbook.

WHO SHOULD ATTEND?

- Teachers of Spanish A-Level
- Heads of Spanish
- Heads of Languages

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 Spanish 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

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

CODE **9636**

ABOUT THIS COURSE

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

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

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

PROGRAMME

The Exam – Reflections and Approaches

TIME

10.00 – 10.30am

- Key messages to be learned from the most recent examinations
- Matching messages to actual examination questions and student responses
- Discussing the reasons that can be attributed to problematic areas
- Reflecting on what may have been delivered more effectively

Starting to Appreciate what is needed for Paper 1

10.30 – 11.30am

- The main factors that affect examination success in translation. Why paraphrasing is such an issue
- Deep-diving the problem questions from Paper 1 in terms of the receptive skills of listening and reading
- Reflecting on the problems with the synonym task and which aspects of the task are more problematic
- Making a plan of action- what should we do? How should we do it?

Discussion: coffee break

11.30 – 11.50am

A Focus On Paper 2

11.50 – 12.30pm

- How students answer, compared to what the exam board want
- Strategies to meet the demands of content and accuracy
- Managing difficult titles and knowing the difference between the film and literature questions
- Analytical clinic. How can students evaluate accurately?

Lunch and informal discussion

12.30 – 1.30pm

Maximising Success in Speaking for Paper 3

1.30 – 2.15pm

- How students answered compared to what the exam board want
- Strategies for making the most of the Speaking Cards
- How to keep up to date with AO4 and move from providing facts to analysing them
- The IRP – what went well and how to improve for next time

Discussion: afternoon tea

2.15 – 2.30pm

Speaking Master Class for Maximising Success In 2025

2.30 – 3.30pm

- How to conduct the speaking exam to ensure success for your students
- Creating opportunities to conduct a mini-exam in timed conditions
- Putting the theory of the day into practice immediately

LOCATION/DATE

London

Thursday 20 June 2024

COURSE LEADER

Wanda Marshall is a German and French teacher of nearly 20 years' experience. She was formerly Head of German in a large north London comprehensive. She currently teaches Edexcel A-Level German in a sixth form college and has also been an examiner for AQA A-Level German (Paper 3, oral) for the past five years so she has first hand current experience of teaching and examining the two main boards.

WHO SHOULD ATTEND?

- Teachers of A-Level German
- Heads of Department

BENEFITS OF ATTENDING

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

OUTSTANDING ASSESSMENT, MARKING AND FEEDBACK IN AQA A-LEVEL GERMAN

CODE **9530**

ABOUT THIS COURSE

This new course designed to empower teachers of AQA A-Level German to enhance their assessment, marking, and feedback practices, ultimately leading to improved student outcomes. Participants will gain a deeper understanding of the AQA A-Level PE assessment criteria and develop practical strategies for effective marking, tracking, and providing targeted feedback.

The course will also cover standardisation to ensure accuracy and consistency in assessment. Delegates will have the knowledge and tools to implement outstanding assessment practices that support student progress and achievement.

PROGRAMME

TIME

Understanding AQA A-Level German Assessment Criteria

10.00 – 10.40am

- Overview of the AQA A-Level German grading criteria and assessment objectives
- Understand how marks are awarded across different assessment objectives
- Differentiate between levels of performance and identify key indicators for each level
- Identifying common misconceptions and pitfalls in assessment

A Marking Masterclass – Best Practices for Efficient and Accurate Marking

10.40 – 11.10am

- A practical exam marking session
- An opportunity to mark, assess and grade student work
- Peer-assessment and self-assessment techniques to engage students in the process
- How accurate is your marking?
- Exploring examples of top-quality work to set benchmarks for excellence

Discussion: coffee break

11.10 – 11.25am

Ensuring Accuracy and Consistency of Marking

11.25 – 12.15pm

- Develop techniques to maintain accuracy consistency in marking across different components and exam papers
- Understand the importance of applying AQA's marking methodology to internal marking
- Ensuring consistent assessment across the department
- Addressing potential biases in grading and marking

Tracking and Monitoring Assessment

12.15 – 12.45pm

- Creating effective tracking systems to monitor individual and cohort-wide progress
- Using assessment data to identify strengths and weaknesses in student performance
- Analysing trends and patterns to inform instructional decisions

Lunch and informal discussion

12.45 – 1.45pm

Effective Feedback Techniques

1.45 – 2.30pm

- Explore various strategies for providing constructive and actionable feedback to students
- Highlight strengths and weaknesses in student work using the assessment criteria as a reference
- Incorporating feedback into the teaching and learning cycle – methods to encourage student engagement with feedback and facilitate their progress
- Strategies for time-efficient feedback, especially in large class

Discussion: afternoon tea

2.30 – 2.45pm

Implementing Intervention Strategies to Support Students

2.45 – 3.15pm

- Identifying students (thriving and struggling) who may benefit from additional support or extension
- Implementing targeted interventions to address students' personal needs
- Collaborating with staff and parents to create a complete approach to intervention
- Monitoring the impact of interventions and adjusting strategies as needed

Self-Reflection and Action Planning

3.15 – 3.40pm

- Reflecting on personal assessment and marking practices
- Identifying areas for improvement
- Developing an action plan for implementing changes

LOCATION/DATE

London

Thursday 14 March 2024

COURSE LEADER

Wanda Marshall is a German and French teacher of nearly 20 years' experience. She was formerly Head of German in a large north London comprehensive. She currently teaches Edexcel A-Level German in a sixth form college and has also been an examiner for AQA A-Level German (Paper 3, oral) for the past five years so she has first hand current experience of teaching and examining the two main boards.

WHO SHOULD ATTEND?

- Teachers of AQA A-Level German
- Heads of Department or Subject Leaders seeking to improve the department's assessment practices
- AQA A-Level German Teachers interested in enhancing their understanding of effective assessment, marking and feedback

BENEFITS OF ATTENDING

- Gain a thorough understanding of the AQA A-Level German assessment criteria and assessment requirements.
- Develop effective and efficient marking and feedback strategies to maximise impact on student work.
- Strengthen your ability to track and monitor student progress, identifying areas for improvement and intervention.
- Acquire standardisation techniques, ensuring consistency and fairness in assessment across the department.

A-LEVEL GERMAN: TEACHING FOR THE FIRST TIME

CODE **9138**

ABOUT THIS COURSE

This course is specifically targeted and designed for all teachers new to teaching A-Level German. The sessions are designed to ensure their 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 in 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.

PROGRAMME

Subject content of the specification

10.00 – 10.40am

- What's involved in the A-Level German course? (Speaking/Listening/Reading/Writing)
- 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
- Moving students on from GCSE to A-Level – bridging the gap

Discussion: coffee break

10.40 – 11.00am

Teaching approaches to listening and reading

11.00 – 12.00pm

- Dealing with false friends and distractors; using transcripts and ideas for the classroom
- How to encourage more self-study and independent learning; resources and ideas for maximum exposure to German
- Exam techniques; focus on timing, question-types and strategies for success under pressure

Lunch and informal discussion

12.00 – 1.00pm

Teaching Literature and Film for the first time

1.00 – 2.00pm

- 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
- A look at the technicalities – film and literature specific vocabulary, with an emphasis on film studies
- Getting them writing; making fool-proof plans and personalised checklists to encourage self-monitoring

Discussion: afternoon tea

2.00 – 2.15pm

Tackling Translation

2.15 – 2.45pm

- Strategies to support students using complex structures (such as the subjunctive) realistically, and ensuring accuracy in language
- Avoiding costly errors
- Ways students can practice translation independently

Teaching Speaking Successfully

2.45 – 3.45pm

- 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
- Getting the most out of Language Assistants and ideas for other resources to encourage speaking in German

LOCATION/DATE

London

Thursday 21 March 2024

Friday 21 June 2024

COURSE LEADER

Wanda Marshall is a German and French teacher of nearly 20 years' experience. She was formerly Head of German in a large north London comprehensive. She currently teaches Edexcel A-Level German in a sixth form college and has also been an examiner for AQA A-Level German (Paper 3, oral) for the past five years so she has first hand current experience of teaching and examining the two main boards.

WHO SHOULD ATTEND?

- ECTs in MFL
- Teachers who are about to teach A-Level German for the first time
- Those who are returning to teaching after a break
- Teachers looking to increase their confidence in teaching A-Level German

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
- 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: AQA GCSE FRENCH: PREPARING STUDENTS FOR EXAM SUCCESS

CODE 9637

ABOUT THIS COURSE

This brand-new course will look in detail at the four different skills that are assessed in the AQA GCSE examination and it aimed on ensuring your GCSE French students achieve the highest marks.

We will analyse the types of questions featured across the four exam papers and how the initial reading and dissecting of a question is key to 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.

PROGRAMME

TIME

Tackling the Speaking Component Effectively – Paper 2

10.00 – 11.00am

- Exploring the importance of clarity of communication.
- Tips and ways to improve pupils' ability to interact effectively in speech for a variety of purposes. (Steve – not sure if to include this point)
- Teaching the new skill of reading aloud
- Analysing the power of the general conversation part of the exam and how to master it.
- Techniques for tackling the materials for the Photo card and the Roleplay.
- Teaching strategies for improving speaking skills throughout the year.
- How to coach students to assess their own speaking and set targets.

Discussion: coffee break

11.00 – 11.15am

Key Elements to Reach Top Marks in The Writing Paper – Paper 4

11.15 – 12.15pm

- How to tackle the writing successfully.
- How to get top marks in each of the writing activities for foundation and higher.
- Strategies to structure the writing task successfully.
- What grammatical aspects to focus on.
- How to use the mark scheme effectively and share it with students.
- How to tackle the translation into French

Strategies to Prepare Students for Listening – Paper 1

12.15 – 1.00pm

- Strategies to improve students' understanding of the questions, including question words.
- Teaching and learning strategies for the new dictation task. Common mistakes and how to avoid them.
- Strategies for students to know how to practice effectively.
- The power of listening transcripts.

Lunch and informal discussion

1.00 – 2.00pm

Top tips for The Reading – Paper 3

2.00 – 2.45pm

- How to understand questions clearly.
- Practical ways to tackle a reading comprehension; how to interpret texts.
- Analysing the typicality of questions from Sections A, B and C to maximise marks
- How to deal with unknown vocabulary.
- How to practice reading skills effectively.
- Exploring the most effective ways to do the translation from French into English.

Getting over the Exam Hurdle

2.45 – 3.15pm

- What support can you put in place to make the assessment process more manageable
- Feedback from the recent exams to understand areas where lower attaining students could improve in their written and oral exam responses
- Help learners analyse the types of questions and assessment demands
- Getting underneath the surface of the questions – what the examiners are really looking for?

LOCATION/DATE

London

Thursday 29 February 2024

Friday 28 June 2024

COURSE LEADER

Stuart Glover is a renowned expert in GCSE and A-Level French, he has been head of department and taught till 2020. He has been chief examiner for igcse French, Principal moderator for GCSE French at AQA for 12 years, reviser, presenter, principal examiner for GCSE writing and lead examiner for Gcse French. He has also examined at A-Level for many years for the same awarding body.

WHO SHOULD ATTEND?

- Teachers of French
- Teachers of AQA GCSE French
- Heads of Department

BENEFITS OF ATTENDING

- Gain a comprehensive understanding of the AQA GCSE French Specification.
- Learn how to tackle and assess each skill effectively.
- Acquire valuable insights on the marking process particularly for the writing and speaking.
- Obtain practical tips to prepare students for their speaking, writing, listening and reading examinations.
- Enhance cultural awareness and appreciation in the French language classroom.

PREPARING FOR THE NEW 2024 GCSE FRENCH AQA SPECIFICATION

CODE **9528**

ABOUT THIS COURSE

This new course is designed to equip AQA GCSE French teachers with the knowledge and tools to effectively teach the new GCSE Specification, for first teaching in 2024. The course will cover key changes in the syllabus, teaching strategies, and assessment methods to ensure educators are well-prepared to guide their students towards success in the updated GCSE French examinations.

PROGRAMME

Understanding the New AQA GCSE French Specification

10.00 – 10.40am

- Overview of changes for first teaching in 2024.
- Introduction to the new assessment criteria and exam formats
- Key topics and themes to be covered in the updated syllabus
- Identifying opportunities for cross-curricular integration

Discussion: coffee break

10.40 – 11.00am

Developing Effective Teaching Strategies

11.00 – 11.40am

- 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

Preparing Students for the Speaking Test

11.40 – 12.30pm

- Familiarising students with the speaking test format and assessment criteria.
- Providing opportunities for students to practice speaking on various topics.
- Effective feedback techniques to help students improve their spoken proficiency.
- Tips for building students' confidence and reducing speaking anxiety.

Lunch and informal discussion

12.30 – 1.30pm

Improving Students Writing Skills

1.30 – 2.20pm

- Teaching strategies for enhancing students' writing proficiency in French
- Developing techniques for different writing tasks
- Incorporating grammar and vocabulary exercises to support writing development
- Addressing common challenges in writing and providing constructive feedback

Discussion: afternoon tea

2.20 – 2.30pm

Enhancing Comprehension and Translation Skills

2.30 – 3.30pm

- Strategies for improving students' comprehension of written and spoken texts
- Techniques for developing translation skills between French and English
- Practice exercises to reinforce comprehension and translation abilities
- Addressing common challenges in comprehension and translation tasks

LOCATION/DATE

London

Monday 12 March 2024

Thursday 04 July 2024

COURSE LEADER

Stuart Glover is a renowned expert in GCSE and A-Level French, he has been head of department and taught till 2020. He has been chief examiner for igcse French, Principal moderator for GCSE French at AQA for 12 years, reviser, presenter, principal examiner for GCSE writing and lead examiner for Gcse French. He has also examined at A-Level for many years for the same awarding body.

WHO SHOULD ATTEND?

- Teachers of AQA GCSE French
- Heads of Department
- Teachers moving to AQA GCSE French from 2024

BENEFITS OF ATTENDING

- Gain a comprehensive understanding of the new AQA GCSE French Specification for first teaching in 2024
- Learn effective teaching strategies to engage students and foster language proficiency
- Acquire valuable insights into formative assessment and feedback practices for improved student outcomes
- Obtain practical tips and resources to prepare students for speaking, writing, listening, and reading examinations
- Enhance cultural awareness and appreciation in the French language classroom

AQA GCSE FRENCH: MAXIMISING STUDENT OUTCOMES IN THE EXAM PAPERS

CODE 9531

ABOUT THIS COURSE

Irrespective of how well staff prepare students for the AQA written papers in GCSE French, 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.

PROGRAMME

TIME

Introduction to Ways to Prepare Students for Examination

11.00 – 11.00am

- 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

Discussion: coffee break

11.00 – 11.15am

Exploring the Different Type of Questions Across the Exam Papers

11.15 – 12.15pm

- 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 papers to understand what examiners look for in high-level responses

Lunch and informal discussion

12.15 – 1.15pm

Extracting the Correct Information from the Question for the 6 and 9 mark questions

1.15 – 2.00pm

- 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

2.00 – 2.45pm

- 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

Discussion: afternoon tea

2.45 – 3.00pm

Accurate Staff and Peer Marking

3.00 – 3.45pm

- 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

LOCATION/DATE

London

Tuesday 26 March 2024

COURSE LEADER

Juliet Park is Director of Languages for the Share Trust and is a national consultant and trainer supporting schools and multi academy trusts in maximising teacher and student performance. She has worked for AQA for the last 10 years as a trainer and examiner and has been closely involved in the development of the new GCSE specification.

WHO SHOULD ATTEND?

- Heads of Language Departments
- Teachers who deliver any component of AQA GCSE French

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

AQA GCSE FRENCH: AIMING FOR GRADES 8-9

CODE **9532**

ABOUT THIS COURSE

This course is specifically aimed on ensuring your GCSE French students achieve the highest marks. 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.

PROGRAMME

TIME

The assessment demands for top grade outcomes in GCSE French

10.00 – 10.45am

- What are the barriers to attaining high grades?
- What is required to achieve a top band mark and how do we get there
- Review characteristics of Grade 8-9 GCSE French students in the GCSE Lessons learnt from the 2022 examination series
- What students need to do to ensure that they achieve the highest grades in 2023

Discussion: coffee break

10.45 – 11.00am

Stretching and challenging your more able students

11.00 – 11.30am

- Analysing Grade 8/9 responses to increase opportunities for high grades in GCSE French
- 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

11.30 – 12.15pm

- 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 French
- 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 and informal discussion

12.15 – 1.15pm

Exemplar Grade 8 and 9 Answers

1.15 – 2.00pm

- Grade descriptors, activities, practical teaching strategies
- 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 Grade 8/9 Students – Comments, not Marks

2.00 – 2.45pm

- Feedback strategies to stretch able GCSE French 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

Discussion: afternoon tea

2.45 – 2.50pm

Preparing For Exam Success

2.50 – 3.45pm

- Effective teaching strategies to support your high ability GCSE French students in preparing for examinations 3 steps to revision success
- How to get high ability students to take ownership of their GCSE French revision
- Balancing exam technique and specification requirements whilst encouraging student engagement with French in the wider world and signposting to A-Level

LOCATION/DATE

London

Friday 01 March 2024

COURSE LEADER

Katherine Golding is a former Head of Department and current teacher of MFL of longstanding experience. She has successfully prepared students for GCSE (AQA), A-Level (Edexcel) and Pre-U examinations in French in current and previous iterations of the respective specifications and holds the SSAT Diploma for Innovative Teaching.

WHO SHOULD ATTEND?

- All Teachers of AQA GCSE French
- Heads of Department

BENEFITS OF ATTENDING

- Take away teaching ideas and approaches that challenge and develop grade 8 and 9 students
- Explore exemplar GCSE French materials to identify characteristics of outstanding work
- 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
- Insights into what success looks like in examinations
- 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

AQA GCSE FRENCH – BOOSTING THE ATTAINMENT OF LOWER ATTAINING STUDENTS

CODE 9037

ABOUT THIS COURSE

The French GCSE examination has many pitfalls, and it will be imperative to ensure that our mid-attaining students do not forfeit marks in any of the components.

This course aims to ensure that such students maximise their abilities across the whole range of skills and tasks tested in the specification. This practical course will present strategies, resources and techniques to boost the performance of students with more modest abilities and to make lessons more stimulating while establishing clear learning objectives.

Each session will focus on specific areas which are especially challenging to the mid-attaining and lower ability students. Teachers will leave with a wealth of practical strategies to take straight back into the classroom.

PROGRAMME

GCSE French Teaching for lower ability learners – the challenges and opportunities

10.00 – 10.40am

- The challenges of and opportunities for teaching less able students and the need for short term, focused goals
- Less able or less motivated? Unpicking the reasons for 'perceived lower ability'
- Building student confidence by embedding grammar and vocabulary and using feedback
- Growth mindset and metacognition in and the importance of teacher expectations
- Metacognition in action
- How students can become more consistent in their performance across the skills and papers

Discussion: coffee break

10.40 – 11.00am

Intervention strategies to help weaker students fill in the knowledge gaps, understand concepts

11.00 – 12.00pm

- Which skills as identified in exam performance do low attaining students struggle with and how we can address those
- Filling in the knowledge gaps
- Strategies to help lower achieving students retain knowledge and understand concepts to ensure they secure the important marks in exams
- Build in intervention strategies to effectively support and drive students who are not doing as well as they should be

Succeeding in writing and translation in GCSE French

12.00 – 1.00pm

- The shorter writing tasks: what the examiners expect to see and how to ensure that this is what you put in.
- The extended writing tasks: what the examiners want and how to meet this.
- Using wide-ranging vocabulary to make your writing more interesting.
- Complexity is the key – how to make writing better not longer.
- Grammar pitfalls – what is wrong and why?
- Active vocabulary learning : techniques that work

Lunch and informal discussion

1.00 – 2.00pm

Getting over the exam hurdle

2.00 – 2.45pm

- What support can you put in place to make the assessment process more manageable?
- Feedback from the recent exams to understand areas where lower attaining students could improve in their written and oral exam responses
- Help learners analyse the types of questions and assessment demands
- Getting underneath the surface of the questions – what the examiners are really looking for?

Teaching skills and raising the confidence for your lower attaining students

2.45 – 3.45pm

- Difficult vocabulary made simple so as to raise confidence and familiarity with the ability in particular who often find this area demotivating due to unfamiliarity.
- Retrieval practice
- Build in intervention strategies to effectively support and drive students who are not doing as well as they should be

LOCATION/DATE

London

Monday 04 March 2024

COURSE LEADER

Jonathan Mumford is a consultant and Professional Tutor in education who works at Liverpool Hope University delivering ITT training. A current AQA examiner, he has taught French and Spanish for 16 years in in a mixed comprehensive school in Merseyside with the last 8 of those as Head of Languages. He has a proven track record of outstanding GCSE teaching in the languages classroom having achieved top grades consistently, spending over 12 years in an Ofsted-rated Outstanding school. His passion is teaching and learning and a particular area of focus is enthusing and inspiring language students to achieve well and thrive. He prides himself on being a forward thinking and innovative classroom practitioner.

WHO SHOULD ATTEND?

- Teachers of AQA GCSE French
- Heads of Languages or Heads of French
- Heads of Teaching & Learning

BENEFITS OF ATTENDING

- Provide effective, evidence-based, practical and motivational methods to overcome the challenges for mid-attaining and lower level students
- Develop student potential and enable them to perform with increased success in all aspects of the examination.
- Gain insight into ways to refresh course content to engage demotivated or struggling students.
- Take away practical strategies to support students in the key pitfalls

TEACHING GCSE FRENCH FOR THE FIRST TIME

CODE 8732

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.

PROGRAMME

TIME

Key messages from the course

10.00 – 10.15am

- Brief discussion on challenges created by COVID for teaching and how they might exacerbate already challenging sections of the course.
- 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 from GCSE.

Teaching the reading and listening skills

10.15 – 11.15am

- 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.

Discussion: coffee break

11.15 – 11.30am

Becoming an effective teacher of speaking

11.30 – 12.30pm

- Practical ideas to create a successful Spanish 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 and informal discussion

12.30 – 1.30pm

Effective strategies for teaching translation

1.30 – 2.30pm

- 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

Discussion: afternoon tea

2.30 – 2.45pm

The writing tasks

2.45 – 4.00pm

- 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

LOCATION/DATE

London

Tuesday 06 February 2024

Wednesday 19 June 2024

COURSE LEADER

Katherine Golding is a former Head of Department and current teacher of MFL of longstanding experience. She has successfully prepared students for GCSE (AQA), A-Level (Edexcel) and Pre-U examinations in French in current and previous iterations of the respective specifications and holds the SSAT Diploma for Innovative Teaching.

WHO SHOULD ATTEND?

- Teachers in first years of teaching GCSE French
- Teachers seeking to increase their confidence in their teaching of GCSE Spanish
- NQTs in MFL

BENEFITS OF ATTENDING

- Gain the latest understanding of the features of effective teaching and learning for GCSE Spanish.
- 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.

CODE **9324**

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 and engagement in GCSE French.

The course will cover teaching methods and approaches that maximise high achievement and including memorisation, retrieval, interleaving, tutorials, effective study strategies, audio commentaries, apps and more.

This course, aimed for all teachers of Languages regardless of exam board or subject, absolutely guarantees creative approaches and take away strategies to enhance teaching and learning in GCSE French which will reinvigorate your GCSE lessons.

PROGRAMME

The assessment demands for top grade outcomes in GCSE French TIME

- What are the barriers to attaining high grades?
- What is required to achieve a top band mark and how do we get there
- The importance of planning – how does GCSE differ from KS3?
- What does brilliant teaching look like in GCSE French? – applying Rosenshine’s principles in MFL

Fresh and innovative ways to improve speaking and writing skills 10.30 – 11.30am

- Exploring common misconceptions via diagnostic questions and DIRT
- Exploring the use of recorded tutorials as a guide for students who need more teacher input
- Practising speaking – how to set speaking homework tasks after years of neglecting the skill
- Activating students to peer assess effectively in the classroom
- Providing audio commentary to mock exams to improve pupil performance

Discussion: coffee break 11.30 – 11.45am

Motivating and engaging low ability students 11.45 – 12.30pm

- Encouraging resilience amongst weaker students
- Engaging low effort/low performance students through stimulating engaging, collaborative learning strategies
- Enabling high effort/low performance students to improve performance by modelling the use of high impact study strategies which provide a platform for effective revision
- Providing unique memorisation strategies to help low ability students retain information

Lunch and informal discussion 12.30 – 1.30pm

Strategies to promote excellent listening and reading skills 1.30 – 2.15pm

- Learning vocabulary – lesson starter and plenary ideas that maximise retrieval
- Using recorded tutorials to increase pupil confidence in reading
- Evaluating how we conduct listening activities – are we setting students up to fail?
- Critiquing the Extensive Processing Instruction (EPI) approach to listening

How to maximise the impact of teacher led feedback 2.15 – 3.15pm

- Exploring when feedback can be ineffective and ensuring we don’t fall into bad habits
- How written feedback has changed over the years – what can we take from it to improve our current feedback processes
- Exploring formative teacher led assessment strategies to accurately assess student understanding
- Considering research-based benefits of verbal feedback to move learning forward

Closing comments and evaluation 3.15 – 3.30pm

LOCATION/DATE

London

Monday 18 March 2024

Tuesday 25 June 2024

COURSE LEADER

Jonathan Mumford is a consultant and Professional Tutor in education who works at Liverpool Hope University delivering ITT training. A current AQA examiner, he has taught French and Spanish for 16 years in in a mixed comprehensive school in Merseyside with the last 8 of those as Head of Languages. He has a proven track record of outstanding GCSE teaching in the languages classroom having achieved top grades consistently, spending over 12 years in an Ofsted-rated Outstanding school. His passion is teaching and learning and a particular area of focus is enthusing and inspiring language students to achieve well and thrive. He prides himself on being a forward thinking and innovative classroom practitioner.

WHO SHOULD ATTEND?

- All Teachers of GCSE French
- Heads of Languages

BENEFITS OF ATTENDING

- Use key findings from the latest exam series to address national areas of weakness
- Explore practical classroom activities to bring theory lessons to life
- Develop creative strategies to accelerate learning and raise standards
- Take away numerous learning strategies to ensure optimised deliberate practice
- Take away innovative strategies to improve performance of students of all ability levels
- Gain insights on how to stretch and challenge high ability students
- Develop proven revision strategies based around learning French for GCSE

NEW: AQA GCSE SPANISH: PREPARING STUDENTS FOR EXAM SUCCESS

CODE 9638

ABOUT THIS COURSE

This brand-new course will look in detail at the four different skills that are assessed in the AQA GCSE examination and it aimed on ensuring your GCSE Spanish students achieve the highest marks.

We will analyse the types of questions featured across the four exam papers and how the initial reading and dissecting of a question is key to 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.

PROGRAMME

TIME

Tackling the Speaking Component Effectively – Paper 2

10.00 – 11.00am

- Exploring the importance of fluency and communication.
- Tips and ways to improve pupils' ability to interact effectively in speech for a variety of purposes. Analysing the power of the general conversation part of the exam and how to master it.
- Techniques for tackling the materials for the Photo card and the Roleplay.
- Teaching strategies for improving speaking skills throughout the year.
- How to coach students to assess their own speaking and set targets.

Discussion: coffee break

11.00 – 11.15am

Key Elements to Reach Top Marks in The Writing Paper – Paper 4

11.15 – 12.15pm

- How to tackle the writing successfully.
- How to top marks in each of the writing activities for foundation and higher.
- Strategies to structure the writing task successfully.
- What grammatical aspects to focus on.
- How to use the mark scheme effectively and share it with students.
- How to tackle the translation into Spanish

Strategies to Prepare Students for Listening – Paper 1

12.15 – 1.00pm

- Strategies to improve students' understanding of the questions, including question words.
- Strategies to enhance pupils responding to questions in Spanish – and answering in Spanish!
- Common mistakes and how to avoid them.
- Strategies for students to know how to practice effectively.
- The power of listening transcripts.

Lunch and informal discussion

1.00 – 2.00pm

Top tips for The Reading – Paper

2.00 – 2.45pm

- How to understand questions clearly.
- Practical ways to tackle a reading comprehension; how to interpret texts.
- Analysing the typicality of questions from Sections A, B and C to maximise marks
- How to deal with unknown vocabulary.
- How to practice reading skills effectively.
- Exploring the most effective ways to do the translation from Spanish into English.

Getting over the Exam Hurdle

2.45 – 3.15pm

- What support can you put in place to make the assessment process more manageable
- Feedback from the recent exams to understand areas where lower attaining students could improve in their written and oral exam responses
- Help learners analyse the types of questions and assessment demands
- Getting underneath the surface of the questions – what the examiners are really looking for?

LOCATION/DATE

London

Wednesday 28 February 2024

Monday 24 June 2024

COURSE LEADER

Elida Calleja Rubio is a native Spanish speaker and an established teacher of MFL with 20 years' experience. She has previously been a Head of Spanish and is an experienced GCSE examiner for AQA with particular focus in the writing and speaking exams. She has marked for a number of exam boards, as well as delivered intensive revision courses to A-Level and GCSE students and has taught Spanish across the age ranges, from KS3 through to A-Level and IB.

WHO SHOULD ATTEND?

- Teachers of Spanish
- Teachers of AQA GCSE Spanish
- Heads of Department

BENEFITS OF ATTENDING

- Gain a comprehensive understanding of the AQA GCSE Spanish Specification.
- Learn how to tackle and assess each skill effectively.
- Acquire valuable insights on the marking process particularly for the writing and speaking.
- Obtain practical tips to prepare students for their speaking, writing, listening and reading examinations.
- Enhance cultural awareness and appreciation in the Spanish language classroom.

CODE 9639

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 and engagement in GCSE Spanish.

The course will cover teaching methods and approaches that maximise high achievement and including memorisation, retrieval, interleaving, tutorials, effective study strategies, audio commentaries, apps and more. This course, aimed for all teachers of Languages regardless of exam board or subject, absolutely guarantees creative approaches and take away strategies to enhance teaching and learning in GCSE Spanish which will reinvigorate your GCSE lessons.

PROGRAMME	TIME
The Assessment Demands for Top Grade Outcomes in GCSE Spanish <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 The importance of planning – how does GCSE differ from KS3? What does brilliant teaching look like in GCSE Spanish? – applying Rosenshine’s principles in MFL 	10.00 – 10.30am
Fresh and Innovative Ways to Improve Speaking and Writing Skills <ul style="list-style-type: none"> Exploring common misconceptions via diagnostic questions and DIRT Exploring the use of recorded tutorials as a guide for students who need more teacher input Practising speaking – how to set speaking homework tasks after years of neglecting the skill Activating students to peer assess effectively in the classroom Providing audio commentary to mock exams to improve pupil performance 	10.30 – 11.30am
Discussion: coffee break	11.30 – 11.45am
Motivating and Engaging Low Ability Students <ul style="list-style-type: none"> Encouraging resilience amongst weaker students Engaging low effort/low performance students through stimulating engaging, collaborative learning strategies Enabling high effort/low performance students to improve performance by modelling the use of high impact study strategies which provide a platform for effective revision Providing unique memorisation strategies to help low ability students retain information 	11.45 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
Strategies to Promote Excellent Listening and Reading Skills <ul style="list-style-type: none"> Learning vocabulary – lesson starter and plenary ideas that maximise retrieval Using recorded tutorials to increase pupil confidence in reading Evaluating how we conduct listening activities – are we setting students up to fail? Critiquing the Extensive Processing Instruction (EPI) approach to listening 	1.30 – 2.15pm
How to Maximise the Impact of Teacher Led Feedback <ul style="list-style-type: none"> Exploring when feedback can be ineffective and ensuring we don’t fall into bad habits How written feedback has changed over the years – what can we take from it to improve our current feedback processes Exploring formative teacher led assessment strategies to accurately assess student understanding Considering research-based benefits of verbal feedback to move learning forward 	2.15 – 3.15pm

LOCATION/DATE
London
Thursday 07 March 2024
Wednesday 03 July 2024

COURSE LEADER
Elida Calleja Rubio is a native Spanish speaker and an established teacher of MFL with 20 years’ experience. She has previously been a Head of Spanish and is an experienced GCSE examiner for AQA with particular focus in the writing and speaking exams. She has marked for a number of exam boards, as well as delivered intensive revision courses to A-Level and GCSE students and has taught Spanish across the age ranges, from KS3 through to A-Level and IB.

WHO SHOULD ATTEND?

- All Teachers of GCSE Spanish
- Heads of Languages

BENEFITS OF ATTENDING

- Use key findings from the latest exam series to address national areas of weakness
- Explore practical classroom activities to bring lessons to life
- Develop creative strategies to accelerate learning and raise standards
- Take away numerous learning strategies to ensure optimised deliberate practice
- Take away innovative strategies to improve performance of students of all ability levels
- Gain insights on how to stretch and challenge high ability students
- Develop proven revision strategies based around learning Spanish for GCSE

PREPARING FOR THE NEW AQA GCSE SPANISH SPECIFICATION, FOR FIRST TEACHING 2024

CODE **9538**

ABOUT THIS COURSE

This new course is designed to equip AQA GCSE Spanish teachers with the knowledge and tools to effectively teach the new GCSE Specification, for first teaching in 2024. The course will cover key changes in the syllabus, teaching strategies, and assessment methods to ensure educators are well-prepared to guide their students towards success in the updated GCSE Spanish examinations.

PROGRAMME

Understanding the New AQA GCSE Spanish Specification

10.00 – 10.40am

- Overview of changes for first teaching in 2024.
- Introduction to the new assessment criteria and exam formats
- Key topics and themes to be covered in the updated syllabus
- Identifying opportunities for cross-curricular integration

Discussion: coffee break

10.40 – 11.00am

Developing Effective Teaching Strategies

11.00 – 11.40am

- 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

Preparing Students for the Speaking Test

11.40 – 12.30pm

- Familiarising students with the speaking test format and assessment criteria.
- Providing opportunities for students to practice speaking on various topics.
- Effective feedback techniques to help students improve their spoken proficiency.
- Tips for building students' confidence and reducing speaking anxiety.

Lunch and informal discussion

12.30 – 1.30pm

Improving Students Writing Skills

1.30 – 2.20pm

- Teaching strategies for enhancing students' writing proficiency in Spanish
- Developing techniques for different writing tasks
- Incorporating grammar and vocabulary exercises to support writing development
- Addressing common challenges in writing and providing constructive feedback

Discussion: afternoon tea

2.20 – 2.30pm

Enhancing Comprehension and Translation Skills

2.30 – 3.30pm

- Strategies for improving students' comprehension of written and spoken texts
- Techniques for developing translation skills between Spanish and English
- Practice exercises to reinforce comprehension and translation abilities
- Addressing common challenges in comprehension and translation tasks

LOCATION/DATE

London

Friday 01 March 2024

Friday 28 June 2024

COURSE LEADER

Juliet Park is Director of Languages for the Share Trust and is a national consultant and trainer supporting schools and multi academy trusts in maximising teacher and student performance. She has worked for AQA for the last 10 years as a trainer and examiner and has been closely involved in the development of the new GCSE specification.

WHO SHOULD ATTEND?

- Teachers of AQA GCSE Spanish
- Heads of Department
- Teachers moving to AQA GCSE Spanish from 2024

BENEFITS OF ATTENDING

- Gain a comprehensive understanding of the new AQA GCSE Spanish Specification for first teaching in 2024
- Learn effective teaching strategies to engage students and foster language proficiency
- Acquire valuable insights into formative assessment and feedback practices for improved student outcomes
- Obtain practical tips and resources to prepare students for speaking, writing, listening, and reading examinations
- Enhance cultural awareness and appreciation in the Spanish language classroom

AQA GCSE SPANISH: MAXIMISING STUDENT OUTCOMES IN THE EXAM PAPERS

CODE **9533**

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.

PROGRAMME

TIME

Introduction to Ways to Prepare Students for Examination

11.00 – 11.00am

- 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

Discussion: coffee break

11.00 – 11.15am

Exploring the Different Type of Questions Across the Exam Papers

11.15 – 12.15pm

- 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 papers to understand what examiners look for in high-level responses

Lunch and informal discussion

12.15 – 1.15pm

Extracting the Correct Information from the Question for the 6 and 9 mark questions

1.15 – 2.00pm

- 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

2.00 – 2.45pm

- 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

Discussion: afternoon tea

2.45 – 3.00pm

Accurate Staff and Peer Marking

3.00 – 3.45pm

- 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

LOCATION/DATE

London

Wednesday 27 March 2024

COURSE LEADER

Juliet Park is Director of Languages for the Share Trust and is a national consultant and trainer supporting schools and multi academy trusts in maximising teacher and student performance. She has worked for AQA for the last 10 years as a trainer and examiner and has been closely involved in the development of the new GCSE specification.

WHO SHOULD ATTEND?

- Heads of Language Departments
- Teachers who deliver any component of AQA GCSE Spanish

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

TEACHING GCSE SPANISH FOR THE FIRST TIME

CODE **9038**

ABOUT THIS COURSE

This course is designed as an introduction for new teachers of GCSE Spanish, giving first hand teaching approaches that work, as well as techniques, ideas and key guidance to develop and prepare students for the exam. Practical strategies will be demonstrated for teaching across a broad range of student GCSE abilities.

The sessions are designed to ensure your students have the best opportunity to maximise their Spanish grades and improve teachers' understanding of GCSE teaching.

PROGRAMME

	TIME
Understanding the Spanish AQA GCSE Course	10.00 – 10.40am
<ul style="list-style-type: none"> What's involved in the course? (Speaking/Listening/Reading/Writing) What are the expectations of the board? Exploring the key challenge spots and ways to structure your teaching to fit the expectations of the specification: maximising success in ALL students 	
Discussion: coffee break	10.40 – 11.00am
Teaching Reading And Listening Skills Successfully	11.00 – 12.00pm
<ul style="list-style-type: none"> What is Listening and Reading for learning? Setting up firm foundations for the Writing/Speaking papers Practical strategies to teach listening and reading effectively for all abilities Effective listening and reading strategies to prepare students for the exams How to maximise vocabulary acquisition: successful approaches to learning vocabulary 	
Teaching Oral Skills Effectively For Exam Success	12.00 – 1.00pm
<ul style="list-style-type: none"> Strategies to develop all students' oral skills in preparation for the speaking exam Strategies to build confidence and developing spontaneous speaking in all ability students Techniques to prepare students for the roleplay, photo card and general conversation 	
Lunch and informal discussion	1.00 – 2.00pm
Teaching Writing Skills Effectively For Exam Success	2.00 – 3.00pm
<ul style="list-style-type: none"> Tackling writing: the interwoven skill. A practical sequence Strategies to overcome the demands of the writing exam Best practices in teaching grammar 	
Discussion: afternoon tea	3.00 – 3.10pm
Practical Teaching And Learning Tips	3.10 – 3.00pm
<ul style="list-style-type: none"> The power of feedback: embedding assessment and checking for understanding Preparing students for the demands of the exam through metacognition skills Revision strategies that work Strategies to embed reading in your lessons 	

LOCATION/DATE

London

Tuesday 23 January 2024

Friday 05 July 2024

COURSE LEADER

Jonathan Mumford is a consultant and Professional Tutor in education who works at Liverpool Hope University delivering ITT training. A current AQA examiner, he has taught French and Spanish for 16 years in in a mixed comprehensive school in Merseyside with the last 8 of those as Head of Languages. He has a proven track record of outstanding GCSE teaching in the languages classroom having achieved top grades consistently, spending over 12 years in an Ofsted-rated Outstanding school. His passion is teaching and learning and a particular area of focus is enthusing and inspiring language students to achieve well and thrive.

WHO SHOULD ATTEND?

- Teachers in first years of teaching GCSE Spanish
- Teachers seeking to increase their confidence in their teaching of GCSE Spanish
- NQTs in MFL

BENEFITS OF ATTENDING

- Gain top teaching tips and realistic practical advice from an experienced practitioner
- Take away effective strategies on how to teach GCSE Spanish to maximise student potential
- Find out about the core concepts and key challenges of Spanish at GCSE level
- Examine lots of ideas to stimulate classroom delivery and performance

GCSE SPANISH: AIMING FOR GRADES 8-9

CODE 9332

ABOUT THIS COURSE

This course is specifically aimed on ensuring your GCSE Spanish students achieve the highest marks. 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.

PROGRAMME

TIME

The assessment demands for top grade outcomes in GCSE Spanish

10.00 – 10.45am

- What are the barriers to attaining high grades?
- What is required to achieve a top band mark and how do we get there
- Review characteristics of Grade 8-9 GCSE Spanish students in the GCSE
- Lessons learnt from the 2022 examination series – what students need to do to ensure that they achieve the highest grades in 2023

Discussion: coffee break

10.45 – 11.00am

Stretching and challenging your more able students

11.00 – 11.30am

- Analysing Grade 8/9 responses to increase opportunities for high grades in GCSE Spanish
- 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

11.30 – 12.15pm

- 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 Spanish – 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 and informal discussion

12.15 – 1.15pm

Exemplar Grade 8 and 9 Answers

1.15 – 2.00pm

- Grade descriptors, activities, practical teaching strategies
- 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 Grade 8/9 Students – Comments, not Marks

2.00 – 2.45pm

- Feedback strategies to stretch able GCSE Spanish 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

Discussion: afternoon tea

2.45 – 2.50pm

Preparing For Exam Success

2.50 – 2.00pm

- Effective teaching strategies to support your high ability GCSE Spanish students in preparing for examinations
- 3 steps to revision success
- How to get high ability students to take ownership of their GCSE Spanish revision
- Balancing exam technique and specification requirements whilst encouraging student engagement with Spanish in the wider world and signposting to A-Level

LOCATION/DATE

London

Friday 08 March 2024

COURSE LEADER

Juliet Park is Director of Languages for the Share Trust and is a national consultant and trainer supporting schools and multi academy trusts in maximising teacher and student performance. She has worked for AQA for the last 10 years as a trainer and examiner and has been closely involved in the development of the new GCSE specification.

WHO SHOULD ATTEND?

- All Teachers of GCSE Spanish
- Heads of Languages

BENEFITS OF ATTENDING

- Take away teaching ideas and approaches that challenge and develop grade 8 and 9 students
- Explore exemplar GCSE Spanish materials to identify characteristics of outstanding work
- 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
- Insights into what success looks like in examinations
- 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

NEW: AQA GCSE GERMAN: PREPARING STUDENTS FOR EXAM SUCCESS

CODE 9640

ABOUT THIS COURSE

This brand-new course will look in detail at the four different skills that are assessed in the AQA GCSE examination and it aimed on ensuring your GCSE German students achieve the highest marks.

We will analyse the types of questions featured across the four exam papers and how the initial reading and dissecting of a question is key to 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.

PROGRAMME

TIME

Tackling the Speaking Component Effectively – Paper

10.00 – 11.00am

- Exploring the importance of fluency and communication.
- Tips and ways to improve pupils' ability to interact effectively in speech for a variety of purposes. (Steve – not sure if to include this point)
- Analysing the power of the general conversation part of the exam and how to master it.
- Techniques for tackling the materials for the Photo card and the Roleplay.
- Teaching strategies for improving speaking skills throughout the year.
- How to coach students to assess their own speaking and set targets.

Discussion: coffee break

11.00 – 11.15am

Key Elements to Reach Top Marks in The Writing Paper – Paper 4

11.15 – 12.15pm

- How to tackle the writing successfully.
- How to top marks in each of the writing activities for foundation and higher.
- Strategies to structure the writing task successfully.
- What grammatical aspects to focus on.
- How to use the mark scheme effectively and share it with students.
- How to tackle the translation into German

Preparing Students for the Speaking Test

12.15 – 1.00pm

- Strategies to improve students' understanding of the questions, including question words.
- Strategies to enhance pupils responding to questions in German – and answering in German!
- Common mistakes and how to avoid them.
- Strategies for students to know how to practice effectively.
- The power of listening transcripts.

Lunch and informal discussion

1.00 – 2.00pm

Top tips for The Reading – Paper 3

2.00 – 2.45pm

- How to understand questions clearly.
- Practical ways to tackle a reading comprehension; how to interpret texts.
- Analysing the typicality of questions from Sections A, B and C to maximise marks
- How to deal with unknown vocabulary.
- How to practice reading skills effectively.
- Exploring the most effective ways to do the translation from German into English.

Getting over the Exam Hurdle

2.45 – 3.15pm

- What support can you put in place to make the assessment process more manageable
- Feedback from the recent exams to understand areas where lower attaining students could improve in their written and oral exam responses
- Help learners analyse the types of questions and assessment demands
- Getting underneath the surface of the questions – what the examiners are really looking for?

LOCATION/DATE

London

Friday 01 March 2024

Thursday 27 June 2024

COURSE LEADER

Silke Johns is a native German speaker and an established teacher of MFL. Silke has previously been a Head of Languages and is a current GCSE examiner. Silke has marked for a number of boards, as well as delivered intensive student revision courses. Silke has taught across the age ranges, from KS3 through to A-Level in a number of subjects, including French and Spanish.

WHO SHOULD ATTEND?

- Teachers of German
- Teachers of AQA GCSE German
- Heads of Department

BENEFITS OF ATTENDING

- Gain a comprehensive understanding of the AQA GCSE German Specification.
- Learn how to tackle and assess each skill effectively.
- Acquire valuable insights on the marking process particularly for the writing and speaking.
- Obtain practical tips to prepare students for their speaking, writing, listening and reading examinations.
- Enhance cultural awareness and appreciation in the German language classroom.

PREPARING FOR THE NEW AQA GCSE GERMAN SPECIFICATION, FOR FIRST TEACHING 2024

CODE **9536**

ABOUT THIS COURSE

This new course is designed to equip AQA GCSE German teachers with the knowledge and tools to effectively teach the new GCSE Specification, for first teaching in 2024. The course will cover key changes in the syllabus, teaching strategies, and assessment methods to ensure educators are well-prepared to guide their students towards success in the updated GCSE German examinations.

PROGRAMME

Understanding the New AQA GCSE German Specification

10.00 – 10.40am

- Overview of changes for first teaching in 2024.
- Introduction to the new assessment criteria and exam formats
- Key topics and themes to be covered in the updated syllabus
- Identifying opportunities for cross-curricular integration

Discussion: coffee break

10.40 – 11.00am

Developing Effective Teaching Strategies

11.00 – 11.40am

- 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

Preparing Students for the Speaking Test

11.40 – 12.30pm

- Familiarising students with the speaking test format and assessment criteria.
- Providing opportunities for students to practice speaking on various topics.
- Effective feedback techniques to help students improve their spoken proficiency.
- Tips for building students' confidence and reducing speaking anxiety.

Lunch and informal discussion

12.30 – 1.30pm

Improving Students Writing Skills

1.30 – 2.20pm

- Teaching strategies for enhancing students' writing proficiency in German
- Developing techniques for different writing tasks
- Incorporating grammar and vocabulary exercises to support writing development
- Addressing common challenges in writing and providing constructive feedback

Discussion: afternoon tea

2.20 – 2.30pm

Enhancing Comprehension and Translation Skills

2.30 – 3.30pm

- Strategies for improving students' comprehension of written and spoken texts
- Techniques for developing translation skills between German and English
- Practice exercises to reinforce comprehension and translation abilities
- Addressing common challenges in comprehension and translation tasks

LOCATION/DATE

London

Tuesday 05 March 2024

Monday 17 June 2024

COURSE LEADER

Silke Johns is a native German speaker and an established teacher of MFL. Silke has previously been a Head of Languages and is a current GCSE examiner. Silke has marked for a number of boards, as well as delivered intensive student revision courses. Silke has taught across the age ranges, from KS3 through to A-Level in a number of subjects, including French and Spanish.

WHO SHOULD ATTEND?

- Teachers of AQA GCSE German
- Heads of Department
- Teachers moving to AQA GCSE German from 2024

BENEFITS OF ATTENDING

- Gain a comprehensive understanding of the new AQA GCSE German Specification for first teaching in 2024
- Learn effective teaching strategies to engage students and foster language proficiency
- Acquire valuable insights into formative assessment and feedback practices for improved student outcomes
- Obtain practical tips and resources to prepare students for speaking, writing, listening, and reading examinations
- Enhance cultural awareness and appreciation in the German language classroom

AQA GCSE GERMAN: MAXIMISING STUDENT OUTCOMES IN THE EXAM PAPERS

CODE 9535

ABOUT THIS COURSE

Irrespective of how well staff prepare students for the AQA written papers in GCSE German, 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.

PROGRAMME

TIME

Introduction to Ways to Prepare Students for Examination

10.00 – 11.00am

- 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

Discussion: coffee break

11.00 – 11.15am

Exploring the Different Type of Questions Across the Exam Papers

11.15 – 12.15pm

- 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 and informal discussion

12.15 – 1.15pm

Extracting the Correct Information from the Question for the 6 and 9 mark questions

1.15 – 2.00pm

- 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

2.00 – 2.45pm

- 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

Discussion: afternoon tea

2.45 – 3.00pm

Accurate Staff and Peer Marking

3.00 – 3.45pm

- 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

LOCATION/DATE

London

Wednesday 20 March 2024

Tuesday 11 June 2024

COURSE LEADER

Silke Johns is a native German speaker and an established teacher of MFL. Silke has previously been a Head of Languages and is a current GCSE examiner. Silke has marked for a number of boards, as well as delivered intensive student revision courses. Silke has taught across the age ranges, from KS3 through to A-Level in a number of subjects, including French and Spanish.

WHO SHOULD ATTEND?

- Heads of Language Departments
- Teachers who deliver any component of AQA GCSE German

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

TEACHING GCSE GERMAN FOR THE FIRST TIME

CODE **9142**

ABOUT THIS COURSE

This course is designed as an introduction for new teachers of GCSE German, giving first hand teaching approaches that work, as well as techniques, ideas and key guidance to develop and prepare students for the exam. Practical strategies will be demonstrated for teaching across a broad range of student GCSE abilities.

The sessions are designed to ensure your students have the best opportunity to maximise their German grades and improve teachers' understanding of GCSE teaching.

PROGRAMME

Subject content of the qualification

- What's involved in the course? (Speaking/Listening/Reading/Writing)
- 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: coffee break

Tackling Listening and Reading at GCSE

- Ways to develop skills such as inference
- What might excellent teaching of vocabulary look like to develop students' listening skills?
- Teaching lower and higher ability students to ensure success
- How to confidently assess your students, give effective feedback, and ensure they feel confident entering the exam
- Strategies to embed reading in your lessons

Lunch and informal discussion

Teaching Speaking Successfully for Paper 2

- How to approach the teaching of speaking: effective, strategies, methods and techniques
- Teaching ideas with associated typical questions and resources
- Making complicated topic areas easy

Discussion: afternoon tea

Tackling Paper 4: Writing

- Why is writing challenging for many students?
- Looking at essential themes such as translation and extended writing
- Differentiated approaches to encourage learning and using higher level vocabulary and structures for writing

LOCATION/DATE

London

Friday 02 February 2024

Monday 01 July 2024

COURSE LEADER

Wanda Marshall is a German and French teacher of nearly 20 years' experience. She was formerly Head of German in a large north London comprehensive. She currently teaches Edexcel A-Level German in a sixth form college and has also been an examiner for AQA A-Level German (Paper 3, oral) for the past five years so she has first hand current experience of teaching and examining the two main boards.

WHO SHOULD ATTEND?

- ECTs in MFL
- Teachers who are about to teach GCSE German for the first time
- Those who are returning to teaching after a break
- Teachers looking to increase their confidence in teaching GCSE German

BENEFITS OF ATTENDING

- Gain top teaching tips and realistic practical advice from an experienced practitioner
- Take away effective strategies on how to teach GCSE German to maximise student potential
- Find out about the core concepts and key challenges of German at GCSE level
- Examine lots of ideas to stimulate classroom delivery and performance

CODE **9335**

ABOUT THIS COURSE

This course is specifically aimed on ensuring your GCSE German students achieve the highest marks. 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.

PROGRAMME

The assessment demands for top grade outcomes in GCSE German

- What are the barriers to attaining high grades?
- What is required to achieve a top band mark and how do we get there

Discussion: coffee break 10.45 – 11.00am

Stretching and challenging your more able students

- 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

- 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 and informal discussion 12.15 – 1.15pm

Exemplar Grade 8+9 Answers

- Grade descriptors, activities, practical teaching strategies
- 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

- 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.

Discussion: afternoon tea 2.45 – 2.50pm

Preparing For Exam Success

- 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

LOCATION/DATE

London

Friday 22 March 2024

COURSE LEADER

Wanda Marshall is a German and French teacher of nearly 20 years' experience. She was formerly Head of German in a large north London comprehensive. She currently teaches Edexcel A-Level German in a sixth form college and has also been an examiner for AQA A-Level German (Paper 3, oral) for the past five years so she has first hand current experience of teaching and examining the two main boards.

WHO SHOULD ATTEND?

- All Teachers of GCSE German
- Heads of Languages

BENEFITS OF ATTENDING

- Take away teaching ideas and approaches that challenge and develop grade 8 and 9 students
- Explore exemplar GCSE German materials to identify characteristics of outstanding work
- 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
- Insights into what success looks like in examinations
- 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

GCSE LANGUAGES: HIGH IMPACT STRATEGIES TO ACCESS TOP MARKS

CODE 9328

ABOUT THIS COURSE

An in-depth course exploring high impact strategies that raise attainment and support students to access top marks in Languages examinations. The course will share ideas and accompanying GCSE Languages 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 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. The course will also place the students' learning in the context of the next step with suggestions of how to engage the most able by opening the door on to studying Languages further at A-Level.

PROGRAMME

Understanding what is needed for a 8/9 grade

10.00 – 11.00am

- The characteristic of 8/9 students
- Focussing on oral skills, the core, to motivate students
- Developing 5 Magical Powers to reach the top grades
- Knowing vocabulary: Receptive and Productive vocabulary and fostering independence
- Anchoring in challenge and students taking responsibility for their own learning
- What do examiners say?

Discussion: coffee break

11.00 – 11.15am

Designing a rich curriculum with high expectations: the modelling stage and maximising the marks in the Listening and Reading exams

11.15 – 12.30pm

- Cognitive science and the research
- Planning the language learning journey embedding exam skills
- The modelling stage: techniques and activities at this stage aimed to stretch the most able, including the use of digital tools
- Preparing students for the demands of the listening exam and aim high
- Preparing students for the demands of the reading exam and aim high

Lunch and informal discussion

12.30 – 1.30pm

Designing a rich curriculum with high expectations: Accelerated scaffolded practice

1.30 – 2.30pm

- Techniques for accelerated scaffolded practice underpinned by retrieval practice and interleaving
- The power of metacognition strategies to develop independence: strategies to develop resilience and self-motivation
- Focus on grammar: an embedded approach to manipulate the language

Discussion: afternoon tea

2.30 – 2.45pm

Designing a rich curriculum with high expectations: Accelerated fluency practice techniques

2.45 – 3.45pm

- Techniques for accelerated fluency practice, including the use of digital tools and training students to manipulate the language
- Preparing students to achieve the highest grades in the Roleplay and Photocard: innovative ways to spark creativity
- Preparing students to achieve the highest grades in the Conversation: gamifying the oral experience
- Making the link between the Writing and Oral exams
- Preparing students to achieve the highest grades in the Writing exam: developing monitoring and evaluation skills and the timed writing technique

LOCATION/DATE

London

Friday 08 March 2024

COURSE LEADER

Jonathan Mumford is a consultant and Professional Tutor in education who works at Liverpool Hope University delivering ITT training. A current AQA examiner, he has taught French and Spanish for 16 years in in a mixed comprehensive school in Merseyside with the last 8 of those as Head of Languages. He has a proven track record of outstanding GCSE teaching in the languages classroom having achieved top grades consistently, spending over 12 years in an Ofsted-rated Outstanding school.

WHO SHOULD ATTEND?

- Teachers of GCSE Languages
- Heads of MFL

BENEFITS OF ATTENDING

- Increase awareness of what success looks like for the most able 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 Languages immediately
- Deepen your understanding of assessment criteria and mark schemes
- Bring back concrete strategies and ideas to share with other Languages teachers
- Explore how to maximise success levels for your students in the GCSE examinations
- Learn how to develop resilience so that talented Language students achieve their potential

CODE 9537

ABOUT THIS COURSE

This new course is designed for all teachers of Languages to reinvigorate their teaching at KS3. The course will focus on exploring the unique challenges and characteristics of a vibrant curriculum that fosters a passion for Languages among all students in their early secondary years. The course will also provide a range of teaching ideas, methods and approaches which are designed to secure the best possible outcomes in KS3 to prepare pupils to flourish and excel at GCSE and beyond.

With the recent increased focus on quality of teaching, learning and achievement at KS3, this course will also help Language departments to look closely at their curriculum, reshaping, re-evaluating and rejuvenating to ensure a strong KS3 programme which effectively develops learners and builds knowledge and skills.

PROGRAMME

What do we want out of KS3 Languages?

10.00 – 10.50am

- What constitutes a rich, engaging and stimulating KS3 curriculum?
- Defining the range and balance of knowledge and skills needed at this level, and how this relationship underpin success at GCSE and beyond
- What is the purpose (intent) of KS3?
- What does student progress in KS3 look like?
- Developing a coherent approach to long term curriculum planning

Discussion: coffee break

10.50 – 11.10am

Effective Sequencing and Planning for Your KS3 Curriculum

11.10 – 12.00pm

- Selecting the best curriculum model for KS3
- Planning brilliant sequences of learning for KS3
- How to successfully implement your KS3 curriculum to nurture imaginative and skilled learners ready for GCSE excellence
- What to teach – Engaging your students with relevant content
- Interleaving content across the years – helping students make progress in long-term knowledge and skill acquisition

Context and Challenges: Being Ambitious at KS3

12.00 – 12.45pm

- How does 'teaching to the top' challenge and stimulate all students?
- What do we need to do to ensure that all students make excellent progress?
- How can we build ambitious and innovative learning into KS3 teaching?
- What role do curiosity and imagination play in the implementation of deep learning?

Lunch and informal discussion

12.45 – 1.45pm

Key Stage 3 Beyond the curriculum

1.45 – 2.35pm

- Aiding progress through inclusive approaches to extra-curricular and enrichment
- The best learners are independent learners – developing students' independent learning skills
- Developing cultural capital – finding opportunities to extend learning through enrichment
- Making connections with other subjects – strengthening the overlaps

Discussion: afternoon tea

2.35 – 2.45pm

Getting Assessment at KS3 Right

2.45 – 3.30pm

- Different approaches to diagnostic, formative and summative assessment
- Best practice methods to tracking, monitoring and measuring progress at KS3
- What to do with student data – analysing results to promote progress
- Effective feedback and student responses – what to say to students and how to say it
- Making the most of the end of Year 9

LOCATION/DATE

London

Friday 14 June 2024

COURSE LEADER

Jonathan Mumford is a consultant and Professional Tutor in education who works at Liverpool Hope University delivering ITT training. A current AQA examiner, he has taught French and Spanish for 16 years in in a mixed comprehensive school in Merseyside with the last 8 of those as Head of Languages. He has a proven track record of outstanding GCSE teaching in the languages classroom having achieved top grades consistently, spending over 12 years in an Ofsted-rated Outstanding school.

WHO SHOULD ATTEND?

- Heads of Languages
- KS3 Language leads
- Teachers involved in developing the Languages curriculum
- ECT and experienced Language teachers looking to get the most out of KS3

BENEFITS OF ATTENDING

- Develop strategies for creating a rich, varied and engaging Key Stage 3 curriculum
- Gain an insight into issues surrounding sequencing your curriculum
- Explore strategies to aid students' knowledge and skill retention and ensure progress and achievement throughout the Key Stage
- Explore strategies to develop students' conceptual understanding throughout the Key Stage
- Establish effective approaches to assessment and feedback to ensure progress
- Explore common challenges facing teachers at KS3
- Achieve the right balance of breadth and depth in your KS3 programme

BIOGRAPHIES

Stuart Glover is a renowned expert in GCSE and A-Level French, he has been head of department and taught till 2020. He has been chief examiner for igcse French, Principal moderator for GCSE French at AQA for 12 years, reviser, presenter, principal examiner for GCSE writing and lead examiner for GCSE French. He has also examined at A-Level for many years for the same awarding body.

Stuart has written The Pearson Revise books and practice papers for AQA and Edexcel GCSE (new and old spec) as well as the OUP French text book for the new GCSE for AQA and have written the assessment materials for Studio French GCSE for Edexcel and AQA editions of the textbook as well as materials for online testing.

Katherine Golding is a former Head of Department and current teacher of MFL of longstanding experience. She has successfully prepared students for GCSE (AQA), A-Level (Edexcel) and Pre-U examinations in French in current and previous iterations of the respective specifications and holds the SSAT Diploma for Innovative Teaching. She currently teaches French and German in mainstream comprehensive education in South Northants and is a marker for both Pearson and AQA. Students in her cohorts have enjoyed the highest percentage of Grades 4-9 in the MFL Department year on year and have gone on to study languages at Oxbridge and other Russell Group institutions. She has both current and historic experience and success in training both new teachers and PGCE students in the skills needed to teach both KS3 and GCSE classes effectively, promoting student uptake and achieving exam success.

Tim Guilford is an experienced education professional who held the role of Deputy Head of a London School for a number of years until recently. He is currently working as a consultant and trainer providing professional development in teaching and learning for Modern Languages as well as leadership and management, coaching and mentoring, and revision skills workshops to students. Tim has significant experience as a senior examiner and as an Ofqual consultant for A-Level, and is co-authoring the new Hodder IGCSE Spanish textbook.

Silke Johns is a native German speaker and an established teacher of MFL. Silke has previously been a Head of Languages and is a current GCSE examiner. Silke has marked for a number of boards, as well as delivered intensive student revision courses. Silke has taught across the age ranges, from KS3 through to A-Level in a number of subjects, including French and Spanish.

Wanda Marshall is a German and French teacher of nearly 20 years' experience. She was formerly Head of German in a large north London comprehensive. She currently teaches Edexcel A-Level German in a sixth form college and has also been an examiner for AQA A-Level German (Paper 3, oral) for the past five years so she has first hand current experience of teaching and examining the two main boards.

Jonathan Mumford is a consultant and Professional Tutor in education who works at Liverpool Hope University delivering ITT training. A current AQA examiner, he has taught French and Spanish for 16 years in a mixed comprehensive school in Merseyside with the last 8 of those as Head of Languages. He has a proven track record of outstanding GCSE teaching in the languages classroom having achieved top grades consistently, spending over 12 years in an Ofsted-rated Outstanding school. His passion is teaching and learning and a particular area of focus is enthusing and inspiring language students to achieve well and thrive. He prides himself on being a forward thinking and innovative classroom practitioner.

Juliet Park is Director of Languages for the Share Trust and is a national consultant and trainer supporting schools and multi academy trusts in maximising teacher and student performance. She has worked for AQA for the last 10 years as a trainer and examiner and has been closely involved in the development of the new GCSE specification.

Elida Calleja Rubio is a native Spanish speaker and an established teacher of MFL with 20 years' experience. She has previously been a Head of Spanish and is an experienced GCSE examiner for AQA with particular focus in the writing and speaking exams. She has marked for a number of exam boards, as well as delivered intensive revision courses to A-Level and GCSE students and has taught Spanish across the age ranges, from KS3 through to A-Level and IB.

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