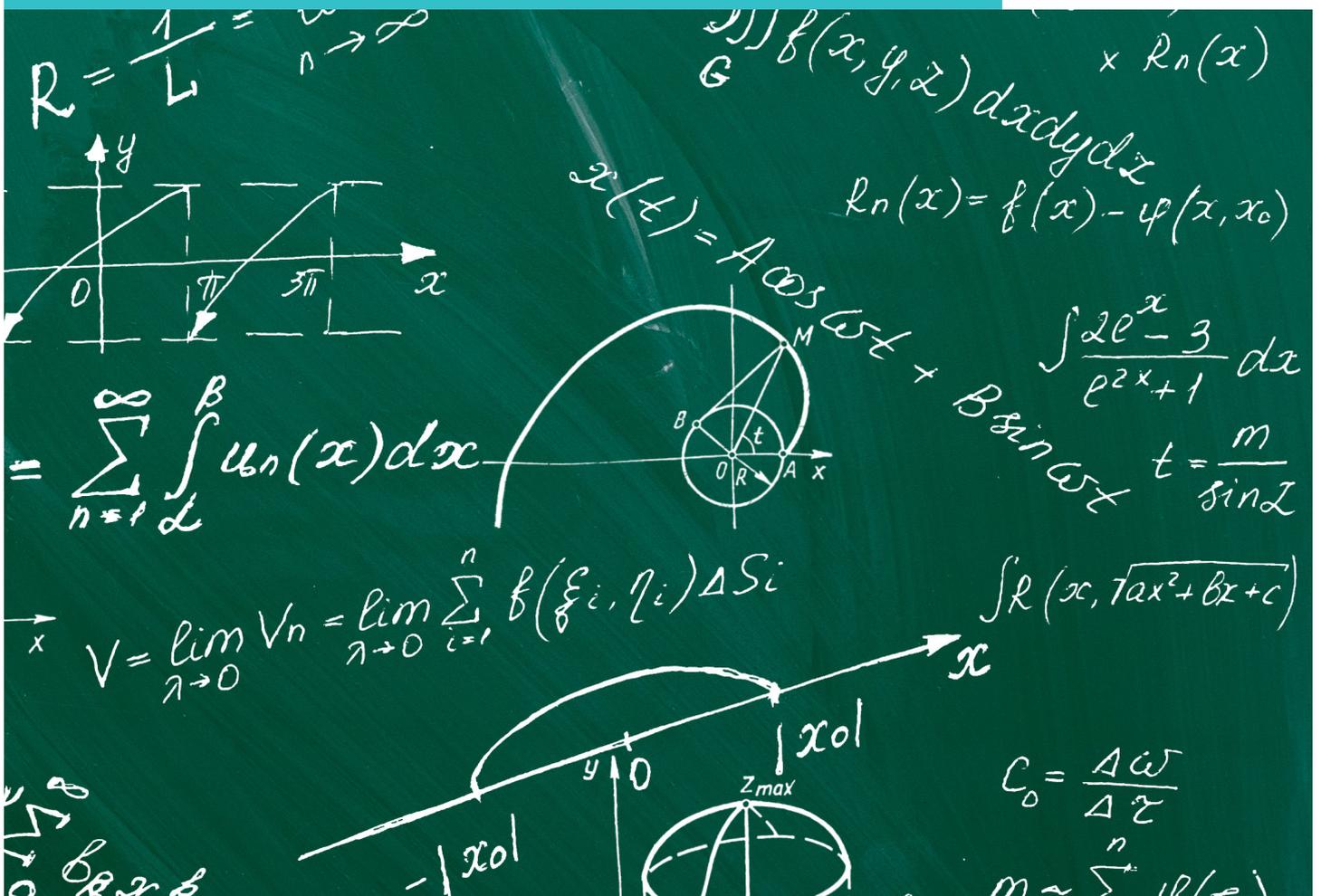


SUMMER 2023

MATHEMATICS



To book, call **01625 532974**

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LEADERSHIP		
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NEW: LEADING A HIGH PERFORMING MATHS DEPARTMENT

CODE 9266

ABOUT THIS COURSE

This course will explore the key elements of leading a highly successful Maths department. It is aimed at current Heads of Maths who are looking to review, improve and drive forward the pedagogy and performance of their team. The course will cover all aspects of leading a maths department – curriculum vision, ethos, staffing, management and quality assurance, data and intervention and useful tips and driving this day to day as well as over time.

The course will be delivered in an interactive way – allowing for thought and application to your current setting; questions and reflection; hints and tips for forward planning. It will also support preparations for OFSTED or other external scrutiny.

Attendees will leave the day with a critical insight into their own department and able to immediately drive forward into their next chapter of performance – as a leader and as a team.

PROGRAMME

What Makes a Successful Maths Department? 10.00 – 10.40am

- Introduction and outcomes
- Explore your current Vision & Ethos – what is the climate like in your department – for staff and for students
- Evaluate current pedagogy and quality assurance processes
- Be an inspector of your curriculum
- Investigate the challenges of staffing and people management

Curriculum... Vision, Ethos, Culture – checking and articulating these 10.40 – 11.20am

- Explore your WHY for the curriculum at all stages
- What is your curriculum – bought, built, hybrid
- Evaluate the journey of your curriculum for all abilities
- Inspect your curriculum – how does it translate to the classroom – how do you know – what are key mathematical concepts and how are they embedded
- Investigate the sharing of planning and resources – why, how, what to watch out for...

Discussion: coffee break 11.20 – 11.40am

Driving Performance... Pedagogy; Quality Assurance; Assessment and Feedback; Data, Tracking and Intervention 11.40 – 12.25pm

- Maximise the impact of Quality Assurance
- Ensure assessment and feedback (or feedforward) have high impact for all students
- Explore the use of data and interventions to drive performance of staff and students
- Investigate whole school factors and contextual issues that impact on performance and gain expert support in overcoming these
- Practical ways to support your own time management and that of your team

OFSTED Deep Dives- Effectively prepare without extra work 12.15 – 1.10pm

- What to expect from a Deep Dive
- Explore what should already be ready for OFSTED – no extra work needed
- Maximise your communication of your vision, ethos, curriculum and team prior to and during inspection
- Develop staff and students to be 'OFSTED ready' – why this is impactful for all anyway
- Expert guidance on the importance of the journey of maths in your school and the students books

Lunch and informal discussion 1.10 – 2.00pm

Being a Middle Leader – managing up and down 2.00 – 2.30pm

- Practical support in 'Courageous Conversations'
- Develop your 'managing up' skills
- Explore how to manage and support ECTs, new staff to your team and non-specialist staff
- How to ensure expectations are clear and upheld

Discussion: afternoon tea 2.30 – 2.40pm

Day to Day and Making a plan – final tips and action planning 2.40 – 3.15pm

- Final expert tips for day – to – day running of your department
- Review and reflect on your department and identify next steps
- Gain insight and support in planning short, medium and long term actions from the day

LOCATION/DATE

London

Friday 23 June 2023

Friday 08 December 2023

COURSE LEADER

Ade Badmos is a current Head of Maths and Curriculum and Assessment Lead for the CORE Education Trust. He holds an NPQ For Leading Teaching and is an examiner across GCSE and A-Level for some of the countries leading exam boards. Ade is an outstanding practitioner who has experience of successfully leading and managing staff with real impact on performance.

WHO SHOULD ATTEND?

- Current Heads of Maths
- Senior Leaders with oversight of maths
- New Heads of Maths keen to drive forward effectively

BENEFITS OF ATTENDING

- Consider what makes a Maths department high performing, and the role of the Head of Maths in achieving excellence
- Critical insight into the key aspects of being a middle leader
- Expert advice and guidance to review current practice and plan next steps – short and long term
- Gain detailed understanding for effective data analysis and interventions
- Ensure that you can effectively manage and support the various members of your team – from established and successful teacher, to non-specialists and ECTs – even Senior Leaders in your team
- Develop an effective approach to be prepared for external scrutiny – such as OFSTED Deep Dives

NEW: ASPIRING TO LEAD A MATHS DEPARTMENT

CODE 9408

ABOUT THIS COURSE

Aimed at those that aspire to a leadership role within Maths, this practical course has been developed to examine the complex tasks faced by leaders of Maths and the strategies necessary for success. In this current educational climate, it has never been more important to develop and encourage those who are aspiring to take on the mantle of leadership; particularly in Maths.

These are exciting and challenging times to lead in Maths, it is equally one of the most demanding and most rewarding subjects to teach. However, Maths can be a more difficult subject to lead than others within a secondary school with a vast curriculum offer, shortages of qualified subject specialists, large teams and some non-teaching staff to lead.

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

PROGRAMME

	TIME
Aiming for Excellence: What it means to be an excellent Head of Maths	10.00 – 10.40am
<ul style="list-style-type: none"> What does a Head of Maths do? The decision making, the key challenges, common mistakes, and owning your area Communicating the vision, conveying the culture, maintaining high expectations and high reward What are the main duties and responsibilities as a leader in Maths? Identifying the challenges your department is facing Balancing leadership tensions, running the team well, spotting the gaps in the life cycle of the role Discovering the qualities that Ofsted find in highly effective Leaders of Maths – how do they demonstrate excellence? 	
Discussion: coffee break	10.40 – 11.00am
Taking on the Responsibilities of Senior Leadership	11.00 – 11.30am
<ul style="list-style-type: none"> Taking advantage of opportunities, taking on responsibilities and showing your potential Getting noticed: initiating projects that add value to whole school numeracy Applying/transferring your departmental strategic perspective into whole school strategic thinking 	
Exploring the behaviours of an effective, inspiring and motivating leader	11.30 – 12.30pm
<ul style="list-style-type: none"> Exploring the different skills needed to be excellent as a teacher, effective as a manager and inspirational as a leader Exploring the behaviours of successful leaders Understanding your natural style of leadership Exploring different styles of leadership and understanding when each style is effective and what the pitfalls might be Accountability: Setting the standards for high performance The power of your strategic plan and curriculum 	
Lunch and informal discussion	12.30 – 1.30pm
Effective Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward	1.30 – 2.30pm
<ul style="list-style-type: none"> Strategies for establishing, maintaining and promoting high quality TLA in Maths Supporting your team with innovative and engaging teaching pedagogy The importance of delegating and utilising the strengths of your staff Using data effectively for monitoring and feedback, to lead to outstanding student outcomes 	
Discussion: afternoon tea	2.30 – 2.45pm
How It Works: The Head Of Maths	2.45 – 3.40pm
<ul style="list-style-type: none"> 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 and Deep Dives; driving improvements to enhance performance Maintaining freshness and enthusiasm: professional and intellectual development Working with the SLT; the confidence to champion and compromise 	

LOCATION/DATE

London

Thursday 15 June 2023

Friday 24 November 2023

COURSE LEADER

Neil Donlan has been teaching for almost 20 years, he is also a Senior Examiner for GCSE Maths; he has also been a Regional Maths Director, Director of Maths in numerous schools delivering rapid improvement across all posts. He has also been a Deputy Head for overall teaching and learning, and is currently a Director at Donlan Educational Solutions. He has also written question for Functional Exams. In addition to his work with Keynote, he has designed and delivered student and staff conferences for leadership and maths for AQA.

WHO SHOULD ATTEND?

- Aspiring Heads of Maths
- Those with leadership responsibility in an Maths department (e.g. 2ic)

BENEFITS OF ATTENDING

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

NEW: AQA A-LEVEL MATHS: A COMPLETE GUIDE FOR NEW TEACHERS

CODE **9484**

ABOUT THIS COURSE

This course offers an introduction and overview to teaching the AQA A-level Maths for anyone in their first 3 years of teaching the course, or for anyone lacking confidence in delivering the course effectively.

While assessment materials will be drawn from the AQA course, many of the ideas will be applicable to other specifications.

PROGRAMME

TIME

Overview Of The AQA A-Level Maths Course; The Challenges And What To Expect From Pupil 10.00 – 10.30am

- Ensuring students and teachers hit the ground running in September – introducing the scheme of work and baseline assessment
- Recognising which areas will be most challenging for you and how to address these issues
- How to develop a teaching plan that reflects the assessment objective weightings and the areas which require more intense teaching
- Identifying your support network and making the most of it – particularly in a small A-Level department

Expectations at A-Level 10.30 – 11.15am

- The transition between GCSE and A-Level
- What do successful A-Level students do?
- What do Grade A/A* response look like?
- What do Grade D responses look like?

Discussion: coffee break 11.15 – 11.30am

Key Ideas for teaching the content knowledge from Paper 1 11.30 – 12.20pm

- Pitfalls and easy wins when teaching Proof; Algebra and functions; Coordinate geometry; Sequences and series; Trigonometry; Exponentials and logarithms; Differentiation; Integration; Numerical methods
- Teaching for success; how to support students to remember key concepts and begin to apply them – interleaving and retrieval strategies
- Teaching across the ability range; how to ensure top students are challenged, while not leaving lower ability students behind.
- Lessons from the exam boards and how to implement them in the classroom.

Lunch and informal discussion 12.20 – 1.20pm

Teaching Paper 2 1.20 – 2.10pm

- How to approach the teaching of Vectors and inference
- Teaching ideas associated with Forces and Newton's laws
- Techniques to help students with Kinematics

Discussion: afternoon tea 2.10 – 2.20pm

How To Teach Paper 3 Effectively 2.20 – 3.10pm

- Why is data presentation and interpretation challenging for many students?
- Types of examination questions – what to expect and how to achieve good marks
- Looking at statistical sampling, statistical distributions, and statistical hypothesis testing
- Differentiated approaches to probability

Planning Your Course And Assessments Over 2 Years 3.10 – 3.40pm

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

LOCATION/DATE

London

Friday 30 June 2023

Thursday 12 October 2023

WHO SHOULD ATTEND?

- ECTs in Maths
- Those teaching A-Level Maths for the first time
- Teachers lacking in confidence delivering the AQA qualification

BENEFITS OF ATTENDING

- Provide teachers of A-level Maths with the material and confidence to teach all ability ranges effectively
- Obtain a quality understanding of the key challenge areas, and how to teach them
- Explore how maths and practical skills can be embedded throughout the course
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with a set of resources and scheme of work for the full 2 year course
- Understanding of how to differentiate using scaffold and stretch strategies

NEW: AIMING FOR A* IN PEARSON A-LEVEL MATHS

CODE **9485**

ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve an A* Grade in future Pearson A-level Maths examinations. The course will explore the characteristics of A* students, why and how we must challenge our most able in Maths.

You will leave with a vast range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A* grade attainment.

The course is designed for teachers of Pearson A-Level Maths, but would be of benefit to teachers of other exam boards as well.

PROGRAMME

Challenging our most able students

TIME
10.00 – 10.45am

- Who are our most able students and why do we have to challenge them?
- Key attributes of Grade A & A* students in the classroom and how to identify these students
- Exam Feedback: what does it tell us about the standards set for the top learners? How can we teach to this effectively?
- Using the structure of the specification to plan for success

Discussion: coffee break

10.45 – 11.00am

Focus on assessment demands for A* students

11.00 – 12.00pm

- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Consider the most effective models for delivery of the course to ensure effective assessment
- Feedback and grading analysis from the most recent exam. What is required for A*?
- Grades A & A*: what are the differences between these?
- Analysis of mark schemes – which sections/questions differentiated candidates?

The key challenges for A* students in the Papers

12.00 – 1.00pm

- Developing high end skills and a deep understanding of core Maths concepts
- Which skills are the very hardest for A-Level mathematicians?
- Applying Maths concepts to consistently reach into the top bands
- Activating prior knowledge to improve retention of key topic areas
- Avoiding potential hazards: what can cost a top student their A grade?

Lunch and informal discussion

1.00 – 2.00pm

Stretching and Challenging the most able students

2.00 – 3.00pm

- Moving on from GCSE approaches – encouraging students to become sensitive readers
- What makes a strong A-Level mathematician? How can we build up to this?
- Working up to full past papers, and using them effectively to stretch students
- Planning with and designing support for students aiming for top grades
- Extra-curricular ideas that help get A* grades

Discussion: afternoon tea

3.00 – 3.10pm

Exam Tactics For Achieving The Highest Grades

3.10 – 3.40pm

- What are the biggest challenges of the course for the A/A* learner?
- Retention, recall and deployment. Hints for coverage of key content.
- The short mark questions: what are the potential pitfalls?
- Varying response practice to stretch the most able
- Revision ideas to help students practice

LOCATION/DATE

London

Monday 03 July 2023

Friday 10 November 2023

WHO SHOULD ATTEND?

- Teachers of Pearson A-Level Maths
- Heads of Maths
- Aspiring Heads of Maths
- Teachers with responsibility for A-Level Maths

BENEFITS OF ATTENDING

- Increase awareness of what teachers should aim to achieve with the most able mathematicians.
- Develop greater understanding of what examiners are looking for in Grade A* responses
- Learn how to develop resilience so that talented Maths students achieve their A* potential
- Focused on identifying the demands of A* Grades and providing materials to help teachers prepare students effectively
- A detailed look at the different demands of questions

NEW: PEARSON GCSE MATHS: HOW TO HELP STUDENTS TO GET GRADES 7-9

CODE **9486**

ABOUT THIS COURSE

This new course is focused on meeting the demands of the higher level marking bands across all components. It examines the characteristics of work produced by students working at the highest levels and provides a range of teaching approaches and materials designed to ensure students achieve 7-9 in Pearson GCSE Maths.

PROGRAMME

Focused Deep Dive On The Demands Of The Pearson GCSE Specification

TIME

10.00 – 10.40am

- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Consider the most effective models for delivery of the course to ensure effective assessment practice across 2 years and in all components
- Do current students know what they need to do to ensure that they achieve the maximum grades
- Explore feedback from the most recent exam series – How did your students perform, what went well and what needs to change for 2024?

Discussion: coffee break

10.40 – 11.00am

Achieving Grades 7 – 9 in Pearson GCSE Maths: what does it involve?

11.00 – 11.45am

- Review characteristics of Grades 7 – 9 students
- Grades 7, 8, and 9; what are the differences between these?
- Exploring the content of this paper that will particularly fire the imagination of very able students

The key challenges for A* students in the Papers

11.45 – 1.00pm

- Identifying the range of question types on 1MA1/1H, 1MA1/2H, and 1MA1/3H
- Problems created by not reading the question fully – examples of how marks are lost
- Potential 7 – 9 – candidates – maximising all the marks available

Lunch and informal discussion

1.00 – 2.00pm

Maximising Outcomes and Accessing Top Level Marks

2.00 – 3.00pm

- How to achieve the highest grades tackling Algebra; Ratio, Proportion and Rates; Geometry and Measures
- Review examples of typical question types for the highest weighted topics: what do top level students need to do?
- Characteristics of the most successful candidates in maths
- Boosting students from a grade 5/6 to a 7-9 grade

Discussion: afternoon tea

3.00 – 3.05pm

Strategies To Really Stretch Top End Students

3.05 – 3.45pm

- Discover ways to take a good mathematician and make them great
- How to structure lessons that allows for student autonomy
- Creating opportunities to learn from peers, and using the resources available within your school

LOCATION/DATE

London

Thursday 22 June 2023

Monday 20 November 2023

WHO SHOULD ATTEND?

- Teachers of Pearson GCSE Maths
- Heads of Department
- Teachers considering changing to Pearson GCSE

BENEFITS OF ATTENDING

- Gain an informed understanding of what is required to achieve grades 7-9
- Explore ideas and approaches that enable students to reach the highest grades possible in all 3 exam components
- Understand the assessment demands of the Pearson GCSE Maths specification
- Develop practical strategies for meeting the requirements of the higher bands across all components
- Find out more about where marks are gained and lost
- Increase confidence in preparing candidates to achieve Grades 7-9

CODE **9409**

ABOUT THIS COURSE

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

Teachers will receive new teaching approaches, techniques, ideas and key guidance in how to develop with advice on the exam standards, and the best ways to prepare students. It will equip delegates with the knowledge and skills needed to become an effective GCSE Maths teacher, focusing on the core areas of Pythagoras’ Theorem and Trigonometry, Area and Volume, Averages, Problem Solving, Reasoning, and contextual factors in terms of classroom teaching ideas and preparation for the terminal examinations in these skill areas.

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

PROGRAMME

Subject Content Of The Specification TIME 10.00 – 10.45am

- What’s involved in the course? (applying standard techniques/reasoning/problem solving)
- 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 topics
- Foundation vs Higher
- Calculator vs Non-calculator

Discussion: coffee break 10.45 – 11.00am

Successfully applying standard techniques 11.00 – 12.30pm

- Practical ways to secure accurate recall of facts, terminology and definitions in your pupils
- Ways to develop students ability to use and interpret notation correctly
- Strategies to familiarise pupils with routine procedures and tasks that require multi-step solutions
- How do I know when a student has reached the top of the assessment bands?
- Teaching lower and higher ability students to ensure success

Lunch and informal discussion 12.30 – 1.30pm

Teaching Reasoning, interpretation and mathematical communication 1.30 – 2.30pm

- How to approach the teaching of deduction and inference
- Teaching ideas associated with chains of reasoning
- Techniques to help students construct valid arguments: where and why they can struggle in GCSE with this skill
- What are the key points for examination success in AO2?
- Standards and examiner expectations

Discussion: afternoon tea 2.30 – 2.45pm

Tackling Problem Solving 2.45 – 3.15pm

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

Planning Your Course And Assessments Over 2 Years 3.15 – 3.45pm

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

LOCATION/DATE

London

Monday 19 June 2023

Friday 20 October 2023

COURSE LEADER

Ade Badmos is a current Head of Maths and Curriculum and Assessment Lead for the CORE Education Trust. He holds an NPQ For Leading Teaching and is an examiner across GCSE and A-Level for some of the countries leading exam boards. Ade is an outstanding practitioner who has experience of successfully leading and managing staff with real impact on performance.

WHO SHOULD ATTEND?

- Maths RQT’s and NQT’s
- Teachers new to teaching GCSE Maths

BENEFITS OF ATTENDING

- Find out about the core concepts, key challenges, levels of the specification and ways to develop your course from KS3 to result in successful outcomes
- Gain top teaching tips and realistic practical advice based on current practice
- Take away effective strategies on how to teach the course to maximise student potential
- Examine lots of ideas to stimulate classroom delivery and performance
- Discuss examples of student work and how to prepare students to get the maximise possible marks

AIMING HIGH – AQA GCSE MATHS - SECURING GRADES 7 - 9 FOR YOUR STUDENTS

CODE **9268**

ABOUT THIS COURSE

This new course is for all teachers of AQA GCSE Maths wanting to help students reach the highest grades. It focuses on the trickiest topics, informed by experts and the most recent examiner reports and take a hands-on approach to developing sound approaches to students mastering these most challenging maths skills.

The course offers attendees key strategies for tackling the most tricky content and answering questions for Grades 7 – 9 students. Attendees will also investigate proven methods to develop students' problem solving skills in approaching high mark questions with able students

Delegates will take away a range of teaching approaches, ideas and activities designed to ensure students achieve 7-9 in AQA GCSE Drama.

PROGRAMME

	TIME
Achieving Grades 7 – 9 in AQA GCS Maths: what does it involve? <ul style="list-style-type: none"> Structure of AQA GCSE Maths and what is required of the best students Expert feedback from latest exam series Review key characteristics of Grades 7 – 9 students Grades 7, 8, and 9: what are the differences between these? What are the tricky topics for able students and why Explore the most common pitfalls that stop students gaining 7+ Investigate other barriers for this key cohort and strategies to overcome 	10.00 – 10.40am
Strategies to Achieve Grades 7 – 9 in Vectors Questions <ul style="list-style-type: none"> Explore how these can be introduced and how to ensure students become proficient using solving Vector Geometry and Proof solutions Ensure underpinning skills are secure and fluent Purposeful practice to secure and retain skills 	10.40 – 11.25am
Discussion: coffee break	11.25 – 11.45am
Strategies to Achieve Grades 7 – 9 in Functions Questions <ul style="list-style-type: none"> Investigate how the trickiest Functions questions are posed Develop strategies to enable students to unlock questions Ensure students build resilience in solving challenging inverse and composite function problems – extending to Level 2 Further Maths Purposeful practice to secure and retain skills 	11.45 – 12.30pm
Strategies For Tackling Graphs <ul style="list-style-type: none"> Get to grips with the varied styles of questions and the common pitfalls for top level students Explore approaches to support able students in tackling the toughest Graphs questions Ensure students unlock questions and apply correct methods with resilience and sound mathematical structures to be awarded high marks 	12.30 – 1.15pm
Lunch and informal discussion	1.15 – 2.15pm
Problem Solving – using other key 7 – 9 topic areas to exemplify <ul style="list-style-type: none"> Explore how to build confidence in various problems and with producing mathematical solutions with great structure Understand the barriers and investigate various approaches and tools to unlock skills for students Investigate how a culture of problem solving can be built throughout the curriculum Learn how marks are lost and how to support able students in avoiding pitfalls 	2.15 – 3.15pm
Strategies to really stretch top end students <ul style="list-style-type: none"> Ensure students are motivated and engaged throughout their GCSE Maths journey Explore various strategies to support students and staff in engaging this key cohort to strive for Grade 7+ and for Level 2 Further Maths Get to grips with expert and proven department wide strategies that will drive performance for all but especially this key cohort Discover ways to take a good mathematician and make them a great mathematician 	3.15 – 4.00pm

LOCATION/DATE

London

Monday 26 June 2023

Friday 17 November 2023

COURSE LEADER

Ade Badmos is a current Head of Maths and Curriculum and Assessment Lead for the CORE Education Trust. He holds an NPQ For Leading Teaching and is an examiner across GCSE and A-Level for some of the countries leading exam boards. Ade is an outstanding practitioner who has experience of successfully leading and managing staff with real impact on performance.

WHO SHOULD ATTEND?

- Maths teachers
- Maths leaders
- Teachers new to high ability students
- Non-specialists or maths teaching assistants looking to develop their ability to support key students effectively if working with the more able

BENEFITS OF ATTENDING

- Gain thorough understanding of what are the trickiest topics to maximise performance at Grade 7 – 9
- Develop practical strategies for meeting the requirements of the higher bands across all components
- Explore exemplar materials to identify characteristics of outstanding work
- Increase confidence in preparing candidates to achieve Grades 7-9
- Consider Examiner's Reports from previous exam sessions

TEACHING COMPLEX TOPICS TO FOUNDATION TIER, OR CROSSOVER GCSE MATHS STUDENTS

CODE **9269**

ABOUT THIS COURSE

This new course is aimed at maths teachers or leaders looking to maximise the performance of key crossover students, especially those aiming for grade 5 on Foundation Tier. It focuses on the trickiest topics, informed by experts and the most recent examiner reports across boards, and take a hands-on approach to developing sound approaches to students mastering these tough maths skills.

Attendees will explore the most up to date tricky topics, develop key strategies for teaching and learning of these and approaches to ensure students secure and retain these key skills. They will also investigate proven methods to develop students' problem solving skills in approaching high mark questions with multiple steps which can be transferred to all students. Finally, expert ways to engage, motivate and improve performance, transferable to other students too.

PROGRAMME

Introduction and Key Challenges

TIME

10.00 – 10.40am

- What are the tricky topics and why
- Explore the most common pitfalls that stop students gaining 4+
- Expert feedback from latest exam series
- Investigate other barriers for this key cohort and strategies to overcome

Teaching Simultaneous Equations to Foundation Tier Students

10.40 – 11.25am

- Explore how these can be introduced through Concrete, Pictorial, Abstract approach
- Ensure underpinning skills are secure and fluent
- Purposeful practice to secure and retain skills

Discussion: coffee break

11.25 – 11.45am

Geometry – mainly Tricky Pythagoras' Theorem and Trigonometry

11.45 – 12.30pm

- Investigate how hidden Pythagoras' Theorem questions are posed
- Develop strategies to enable students to unlock questions
- Ensure students build resilience in approaches to geometrical problems, especially Pythagoras Theorem and Trigonometry
- Explore approaches to develop understanding of Trigonometry for Right Angled Triangles

Ratio and Proportion

12.30 – 1.15pm

- Get to grips with the varied styles of questions
- Explore approaches from Bar Modelling, to algebra and more
- Ensure students can unlock questions and apply correct methods with resilience and sound mathematical structures
- Gain insight into common misconceptions and errors from students

Lunch and informal discussion

1.15 – 2.15pm

Problem Solving

2.15 – 3.15pm

- Explore how to build confidence in various problems and with producing mathematical solutions with great structure
- Understand the barriers and investigate various approaches and tools to unlock skills for students
- Investigate how a culture of problem solving can be built throughout the curriculum
- Learn how marks are lost and how to support students in avoiding pitfalls

Make them believe!

3.15 – 4.00pm

- Ensure students are motivated and engaged throughout their GCSE Maths journey
- Explore various strategies to support students and staff in engaging this key cohort to strive for Grade 4+
- Get to grips with expert and proven department wide strategies that will drive performance for all but especially this key cohort

LOCATION/DATE

London

Tuesday 27 June 2023

COURSE LEADER

Neil Donlan has been teaching for almost 20 years, he is also a Senior Examiner for GCSE Maths; he has also been a Regional Maths Director, Director of Maths in numerous schools delivering rapid improvement across all posts. He has also been a Deputy Head for overall teaching and learning, and is currently a Director at Donlan Educational Solutions. He has also written question for Functional Exams. In addition to his work with Keynote, he has designed and delivered student and staff conferences for leadership and maths for AQA.

WHO SHOULD ATTEND?

- Maths teachers
- Maths leaders
- New to Crossover teachers
- Non-specialists or maths teaching assistants looking to develop their ability to support key students effectively

BENEFITS OF ATTENDING

- Gain thorough understanding of what the trickiest topics are to maximise performance at the crossover – especially Foundation Tier Grade 5 students
- Practically explore the types of questions that are the most challenging for Foundation Tier students and effective strategies to use with the students
- Explore proven methods for developing key problem solving skills across all students to ensure marks aren't lost and students feel confident in approaching high mark questions
- Develop approaches to engage, motivate and improve performance overall for students

NEW: IMPROVING ASSESSMENT AND FEEDBACK IN KS3/KS4 MATHS TO DRIVE STUDENT PERFORMANCE

CODE **9267**

ABOUT THIS COURSE

This new course will support critical reflection and improvement to assessment, feedback and data use across your Maths Department to ensure that outcomes for students increase. It explores practical proven strategies, approaches and resources to improve the quality of assessment and feedback, how they are used and what students and staff do with them.

Attendees will leave with a clear vision of how to immediately drive forward their departmental approach to assessment and feedback and resources and action planning to enable effective implementation.

PROGRAMME

Assessment and Impact

- What does assessment look like for you and your team?
- What is effective assessment
- What areas are most and least impactful – why – how can we improve
- How does assessment differ for different year groups and abilities
- Explore proven effective assessment strategies and how they can work in your setting

Discussion: coffee break

Strategies, Resources and Student Response

- Explore proven resources and methods of impactful assessment, feedback and student response
- Get to grips with the most effective approaches to Live, Formative and Summative assessment and feedback and how to implement them in your department
- Ensure students engage effectively with feedback and can articulate what they have found out from it; what they will do to improve and the process of assessment and feedback for your department
- Investigate the different types of assessment and feedback, when they take place, how and wider curricula and culture approaches that will drive forward student outcomes
- Make links to support the preparations for external review

Lunch and informal discussion

Next steps action planning

- Evaluate your current position and use expert insight to decide and begin to plan next steps – short, medium and long-term for your department
- Final top tips to ensure assessment and feedback drive student outcomes across your department

LOCATION/DATE

London

Monday 03 July 2023

COURSE LEADER

Neil Donlan has been teaching for almost 20 years, he is also a Senior Examiner for GCSE Maths; he has also been a Regional Maths Director, Director of Maths in numerous schools delivering rapid improvement across all posts. He has also been a Deputy Head for overall teaching and learning, and is currently a Director at Donlan Educational Solutions. He has also written question for Functional Exams. In addition to his work with Keynote, he has designed and delivered student and staff conferences for leadership and maths for AQA.

WHO SHOULD ATTEND?

- Heads of Maths
- Senior leaders with responsibility for maths
- Other leaders keen to support the improvement of assessment and feedback in maths

BENEFITS OF ATTENDING

- Explore thorough understanding of assessment process in maths
- Expert insight into effective assessment across a maths department
- Resources to support effective assessment and feedback systems
- Build your departmental strategies for effective assessment and feedback throughout KS3 and KS4 to ensure targeted use of data and interventions for all students leading to accelerated progress and improved outcomes
- Ensure students understand assessment and feedback strategies and are able to articulate these and act upon them effectively

IN-SCHOOL STUDENT STUDY SKILLS & REVISION SESSIONS - GCSE & A-LEVEL

Ensure your students reach their target grades with our fully tailored, examiner led, in school sessions.

STUDY SKILLS SESSIONS

- Improving student learning techniques
- Top tips for memory retrieval and recall
- The impact of stress on learning
- Promoting good study habits
- Relieving the pressure on the exam
- Exam Tactics and Techniques

EXAM REVISION SESSIONS

- Full revision grade booster sessions
- Effective revision techniques and tactics
- Scaffolding for lower band students
- Focus on challenging areas
- Question types and strategies to avoid exam pitfalls

The focus is to maximise all student grades and boost performance.

All conferences are fully updated to provide essential vital insights.

All sessions can be tailored for your students.

All sessions are completely organised by Keynote.

To book an in-school study skills or revision session
call us on **01625 532974** or visit us online at **www.keynoteeducational.co.uk**

BESPOKE STUDENT IN-SCHOOL SESSIONS 2023

Bespoke conferences tailored to address the priorities of your students

Bring expert current examiner practitioners into your school
Top quality, valuable practical advice and guidance for your students
Key challenge areas, key focus points analysed and worked through
Online or face-to-face sessions
Interactive, engaging, motivational
Bespoke, tailored sessions
Excellent for the run up to Mock Exams

For further details and to discuss
call us on **01625 532974** or visit us online at **www.keynoteeducational.co.uk**