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SPRING 2024

PHYSICAL EDUCATION



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PE & SPORT CONFERENCE

LEVELLING THE PLAYING FIELD

Keynote Speakers Include:

Will Swaithes

Senior Lecturer in Physical Education, Birmingham City University and Education Director at PEScholar

Rebecca Berger-North

Head of PE, Epsom College

Laura Buscombe

Director of Physical Education, Southend High School for Girls

Stuart Maddock

Head of Educational Technology at Millfield School

Marcus Sharrad

Director of Coaching & Mentoring, Head of Exercise and Sports Sciences, Marlborough College



CONFERENCE FOCUS

Recent reports from Ofsted and the Youth Sport Trust highlight the need for PE and sport staff to level the playing field ensuring all students have the chance to achieve and reach their potential. From the way the curriculum is designed, the systems and processes departments use, what is taught in lessons and the way the department is led, these all have an impact on what students learn and the progress they make.

In this new, vibrant conference we will focus on the key priorities and latest issues that affect secondary PE and sport, with inspiring keynote sessions on how PE leaders and teachers can level the playing field and why there is a need to do this, what defines high quality PE and sport teaching and how to create the climate and culture for girls to engage and achieve in PE and sport.

WHO SHOULD ATTEND?

- SLT/Curriculum Line Managers with responsibility for PE and Sport
- Directors of Sport
- Heads of PE
- Teachers of PE
- Sports Coaches

BENEFITS OF ATTENDING

- Hear the latest on the key issues faced by leaders and teachers in PE and sports
- Explore why there is a need to level up the playing field in PE and sport
- Find out more about how you can ensure high quality PE and sport teaching in your school
- Gain strategies on how to create the climate and culture for girls to achieve success in PE and sport
- Take away high quality techniques and tactics appropriate to highly able students
- Spotting talent and driving students into elite level sport

PROGRAMME

Welcome & Introduction 10.00 - 10.10am
Steve Smith - Keynote Educational

Exploring How You Could Level the Playing Field in PE and Sport 10.10 - 10.50am

- Key messages, latest issues and the key findings from the recent Ofsted PE review and subject report
- Why is there a need to level the playing field?
- What are secondary PE leaders and teachers doing to level the playing field?
- What changes need to be made?

Will Swaithes - Senior Lecturer in Physical Education, Birmingham City University and Education Director at PEScholar

Break 10.50 - 11.10am

High Quality Teaching in PE and Sport 11.10 - 12.00pm

- What defines high quality PE and sport teaching – academically and practically?
- Why does the quality of teaching vary so much from school to school?
- Are we spending too much time on breadth and not enough on depth of content?
- Looking deeper - what's on offer? The variation – are we catering for all groups?
- How much time is needed to ensure high standards and an insightful curriculum?

Rebecca Berger-North - Head of PE, Epsom College

Girls Active: Achieving Excellence in Girls PE and Sport 12.00 - 1.00pm

- Women's and girl's sport in the media – the importance of role models, it's not all about the lionesses!
- The key messages and insights from the YST 'Girls Active' report
- Creating the climate and culture for girls to achieve success in PE and sport
- What are we doing to make PE and sport attractive to girls?
- What's going on in classrooms to maintain girls' interest in sport?

Laura Buscombe - Director of Physical Education, Southend High School for Girls

Lunch 1.00 - 2.00pm

BREAKOUT STRAND 1 2.00 - 2.50pm

1A High Quality PE Staff Professional Learning

1B Spotting Talent: Stretching and Challenging Able PE and Sport Students

BREAKOUT STRAND 2 3.00 - 3.50pm

2A Outstanding Leadership in PE and Sport

2B Using Digital Technology and AI to Advance Teaching and Learning in PE and Sport

COSTS: 1st delegate rate £349 + VAT 2nd delegate rate £329 + VAT 3rd delegate rate £309 + VAT

Call 01625 532974 or book online at keynoteeducational.co.uk

LEADERSHIP ASPIRING TO LEADERSHIP OF PHYSICAL EDUCATION

CODE 9495

ABOUT THIS COURSE

This new course is aimed at PE teachers with aspirations of becoming Head of PE. Designed to explore the role of Head of Department, the course will provide delegates with the opportunity to consider their own values in physical education, and map how these values can support the construction of a vibrant and contemporary curriculum. Leadership will be considered on a wider scale, before focusing on the specifics of leading in physical education.

PROGRAMME

A Contemporary Approach to Physical Education 10.00 - 10.30am

- What is contemporary physical education?
- Games versus athletic development
- Pupil choice

Defining the Role: What is Middle Leadership and its Key Challenges? 10.30 - 11.15am

- What are the challenges of leading a PE Department?
- What kind of leader are you?
- Being accountable and making others accountable
- What are the main duties and responsibilities as a middle leader?
- How to build a team ethos
- Tips for successful leadership

Discussion: coffee break 11.15 - 11.30am

Exploring the Behaviours of an Effective, Inspiring and Motivating Leader 11.30 - 12.30pm

- Accountability: Setting the standards for high performance
- The power of your strategic plan and curriculum
- Using Assessment: Monitoring & Tracking

Managing People with Confidence 12.30 - 1.00pm

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

Lunch and informal discussion 1.00 - 2.00pm

Effective Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward 2.00 - 2.45pm

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

Discussion: afternoon tea 2.45 - 2.50pm

Dealing with challenging issues 2.50 - 3.30pm

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

Selling Yourself: How to Get the Job 3.30 - 3.50pm

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

LOCATION/DATE

London

Wednesday 20 March 2024

COURSE LEADER

Marcus Sharrad is the Director of Coaching & Mentoring and Head of Exercise & Sport Sciences at Marlborough College, where he has worked since 2015-16, leading the department since 2016-17. During his time as Head of Department Marcus has overseen the redevelopment of the core physical education curriculum, aligning pupil experiences with research-driven functional movement and athletic development principles.

WHO SHOULD ATTEND?

- Aspiring Heads of Physical Education
- Current and New Heads of Physical Education
- Directors of Sport
- Faculty leads that incorporate Physical Education

BENEFITS OF ATTENDING

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

LEADING AN OUTSTANDING PHYSICAL EDUCATION DEPARTMENT

CODE 9066

ABOUT THIS COURSE

This new course is designed to examine strategic approaches which can springboard a physical education department into significant successes. Delegates will assess the role of departmental documentation, and how to breathe life into these documents to make them organic and actioned. Leadership will be considered widely, before focusing on teaching and learning as a means by which the physical education department can take its place as a legitimate academic subject.

PROGRAMME

	TIME
What is an “Outstanding Physical Education department”? <ul style="list-style-type: none"> ● Aims of physical education ● What are your core values? <ul style="list-style-type: none"> ● Can this be school-specific? 	10.00 – 10.30am
Student Recruitment <ul style="list-style-type: none"> ● Key Stage 3: curricula to attract and retain students ● Stretch and challenge without intimidation ● Beyond the classroom and the curriculum: educational visits and trips ● Physical Education in a digital world 	10.30 – 11.10am
Discussion: coffee break	11.10 – 11.30am
Aligning your strategic plan with your curriculum <ul style="list-style-type: none"> ● De-coupling sport and physical education ● Academic sport sciences – the role of GCSE/A-Level/ Cambridge Tech/BTEC ● Whole-school strategic aims – aligning departmental with senior management and governors 	11.30 – 12.15pm
Teaching & Learning <ul style="list-style-type: none"> ● Curriculum planning and schemes of work ● Assessment: monitoring and tracking and the effective use of data ● Teaching and learning strategies: research-driven ● The role of the Head of PE in planning and managing T&L: possibilities and limitations ● Resources (and budgets): buying resources in and developing resources in-house 	12.15 – 1.00pm
Lunch and informal discussion	1.00 – 2.00pm
Effective Leadership: inspiring and motivating <ul style="list-style-type: none"> ● Accountability: Setting the standards for high performance ● Motivating your staff and your pupils ● Appraisal and observation processes: Our department is an “open-door” policy! ● Managing Up ● Strategies for managing experienced teachers ● Strategies for managing junior teachers ● Managing trainees and NQTs ● Encouraging ongoing professional development: formal and informal opportunities 	2.00 – 3.00pm
Discussion: afternoon tea	3.00 – 3.05pm
Dealing with challenging issues <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 ● Before and after: staying abreast of developments in primary and higher education ● Maintaining freshness and enthusiasm: professional and intellectual development ● Career progression ● Peaks, troughs and the long run: responding to success and failure 	3.05 – 3.45pm

LOCATION/DATE

London

Friday 01 March 2024

Thursday 27 June 2024

COURSE LEADER

Marcus Sharrad is the Director of Coaching & Mentoring and Head of Exercise & Sport Sciences at Marlborough College, where he has worked since 2015-16, leading the department since 2016-17. During his time as Head of Department Marcus has overseen the redevelopment of the core physical education curriculum, aligning pupil experiences with research-driven functional movement and athletic development principles.

WHO SHOULD ATTEND?

- Heads of Physical Education
- Directors of Sport
- Faculty leads that incorporate Physical Education

BENEFITS OF ATTENDING

- Consider what makes a PE department excellent, and the role of the Head of PE in achieving excellence
- Look at a range of strategies for improving and maintaining recruitment of students
- Look at ways in which a Head of PE can develop and improve teaching and learning within the department
- Enhance ability to lead, support and nurture teachers in the department
- Examine the yearly workload of a Head of PE 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 PE position
- Discuss research-led approaches to teaching and learning, and how these can be implemented in a physical education department

CREATING AN OUTSTANDING PHYSICAL EDUCATION CURRICULUM (KS3-KS4)

CODE 9558

ABOUT THIS COURSE

This new course aims to guide teachers in designing an outstanding, well-structured and coherent Physical Education curriculum, encompassing Key Stage 3, Key Stage 4 – core, GCSE &/or vocational. Delegates will explore ways to sequence topics and align learning objectives with assessments. Ensuring your core PE offer meets the needs of all but also feeds nicely into your examination options requires a careful structure of pathways and a seamless progression of learning experiences from Year 7 to Year 11.

COURSE LEADER

Will Swaites is an experienced teacher, teacher educator and leader of teaching and learning. With nearly 20 years' experience in education, Will became an Advanced Skills Teacher in 2006 and has been innovating curriculum design ever since. Following 4 successful years as Head of Physical Education and Achievement for Youth Sport Trust, Will now provides mentoring support for the leadership of PE in 22 schools across Nottinghamshire and operates as a consultant for Sport England to advise 10 Teaching School Alliances nationally to transform their offer.

LOCATION/DATE

London

Tuesday 19 March 2024

Monday 15 July 2024

WHO SHOULD ATTEND?

- Heads of PE departments seeking to improve curriculum coherence and effectiveness
- PE Teachers at Key Stage 3 & 4
- Senior leaders involved in designing or refining the PE curriculum
- New teachers looking to build a solid foundation in curriculum design for Physical Education

BENEFITS OF ATTENDING

- Gain a deeper understanding of curriculum design principles and how to apply them effectively to create a coherent and progressive PE curriculum.
- Acquire practical strategies for aligning learning objectives with assessments, ensuring a targeted and purposeful approach to student learning at each stage.
- Learn how to integrate theoretical work into the curriculum to enhance students' conceptual understanding and scientific skills without taking away from physical activity time.
- Explore ways to connect cross-curricular themes, fostering real-world applications of Physical Education and engaging students' curiosity and interest.
- Develop personalised action plans to design or enhance the PE curriculum, tailored to the needs of your students in your school context.



Key Essentials: What Makes a Rich and Flexible PE Curriculum

10.00 – 10.30am

- Creating a well-planned, ambitious and relevant Physical Education curriculum which is thoughtfully implemented and sequenced from Year 7 through to Year 11
- The key components of curriculum design: learning objectives, content selection and the role of assessments
- The integration of theoretical knowledge: building hands-on experiences to enhance understanding
- Examining your current curriculum and the extent to which it comprehensively takes the journey through developing the knowledge, understanding and skills required for final outcomes

Innovative Strategies and Ideas for a Successful Curriculum

10.30 – 11.10am

- Practical ways to ensure a broad and coherent course of study which encourages, promotes and stimulates a cohesive approach
- What students should be able to demonstrate at the end of each assessment point/ year
- Ways to demonstrate and communicate high academic standards and other achievements in PE
- Considerations of Social Justice and Physical Literacy to inform your curricula approach
- Exploring links between PE and other subjects, real-world applications and global challenges
- Developing skills: integrating critical thinking, problem-solving, communication, teamwork, leadership skills and more through a concept curriculum

Discussion: coffee break

11.10 – 11.30am

Examining your Curriculum

11.30 – 12.10pm

- Planning Year 7 to 11 structures – content, development and growth of the key skills and knowledge
- Exploring the idea of personalised pathways
- What's in the plan? Ideas and strategies to broaden student experiences and interests, develop imagination, foster creativity and make it work in your curriculum design
- Crafting clear and progressive learning objectives that can be adapted to suit the needs of different groups
- Mapping objectives to assessment: aligning learning outcomes with suitable assessment methods throughout the progression
- Considerations for incorporating formative and summative assessments

Lunch and informal discussion

12.10 – 1.10pm

Sequencing Topics for Learning and Rapid Progression

1.10 – 1.50pm

- Determining the logical sequence of topics to build upon prior knowledge and ensure smooth progression
- Balancing breadth and depth, ensuring an optimal balance between conceptual understanding and knowledge retention
- Identifying age-appropriate practical activities and their role in conceptual development
- Activities that reinforce theoretical concepts and develop practical skills over time

Establishing a Wider or 'Super-Curriculum' into your Curriculum Programming & Structure

1.50 – 2.30pm

- Approaches to incorporate the 'wider' curriculum – so that enriching experiences have a direct impact on learning and study excellent learning and high standard outcomes
- Stretching able students in higher order thinking, advancing intellectual curiosity
- Ways to grow thoughtful and resilient learners who enjoy learning through your curriculum
- Exploring links between PE and other subjects, real-world applications and global challenges

Discussion: afternoon tea

2.30 – 2.35pm

Assessment, Marking and Feedback

2.35 – 3.15pm

- Embedding formative and summative assessment throughout KS3 and KS4: When? How? The Outcomes?
- Techniques for effective feedback to guide student learning and progress
- Adapting the curriculum to support learners with varying levels of prior knowledge, skills, different learning styles, abilities, and needs

Creating a Personalised Action

3.15 – 3.40pm

- Consider how to apply the knowledge and skills gained to your specific context
- Creating a personalised action plan: steps for designing or enhancing the PE curriculum, taking into account the needs of your students and school

OUTSTANDING PHYSICAL EDUCATION TEACHING

CODE **9496**

ABOUT THIS COURSE

This new course is designed to empower PE teachers with the knowledge, skills, and strategies to deliver outstanding pedagogy in their classrooms. Delegates will explore innovative teaching approaches, evidence-based practices, and cutting-edge techniques to engage and inspire students in physical education.

The course will focus on understanding the principles of outstanding pedagogy, incorporating student-centred learning, implementing effective assessment and feedback strategies, promoting personal development and much more. Through interactive sessions, collaborative discussions, and practical exercises, teachers will develop a deeper understanding of effective pedagogical methods to elevate their teaching to the next level.

PROGRAMME

Building a Strong Pedagogical Foundation

10.00 – 10.40am

- Understanding the principles of outstanding pedagogy in physical education
- Exploring different teaching styles and their impact on student learning
- Creating clear learning objectives and outcomes for PE lessons
- Design and deliver engaging and impactful lessons that cater to the needs of students
- Rigorous, high paced teaching which goes beyond the requirements of an exam, stimulating students innate intellectual curiosity
- Strategies to support students to quickly acquire complex knowledge

Adaptive Teaching: Fostering Student-Centred Learning in PE

10.40 – 11.20am

- Understanding the principles of student-centred learning and its benefits in PE
- Exploring strategies to differentiate instruction and accommodate diverse learning styles
- Adapting assessments to accommodate students with varying abilities
- Implementing strategies to challenge high-achieving students while supporting those who are struggling
- Incorporating student choice and autonomy in lesson planning and activity selection

Discussion: coffee break

11.20 – 11.35am

Assessment and Feedback in PE

11.35 – 12.30pm

- Exploring effective formative and summative assessment methods
- Ensuring systematic, routine checks on students understanding to help minimise the development of gaps in learning
- Providing constructive feedback to promote student growth and development
- Using assessment data to inform teaching practices and improve student outcomes
- Implementing peer and self-assessment strategies to promote student ownership

The Role of PE in Personal Development

12.30 – 1.00pm

- Understanding the unique contribution of PE to student growth
- Empowering students to take ownership of their learning and personal development
- Developing students' ability to understand ideas put forward by others and to form and justify their own
- Fostering leadership skills among students through group activities and projects
- Recognising the long-term benefits of promoting personal development in PE

Lunch and informal discussion

1.00 – 2.00pm

Effective Classroom Management in PE

2.00 – 2.40pm

- Establishing clear expectations and rules for positive PE lessons
- Strategies for managing large groups and maintaining student focus
- Addressing behavioural challenges and fostering a positive learning environment
- Implementing effective strategies for conflict resolution and maintaining a respectful atmosphere
- Promoting teamwork and collaboration through effective classroom management

Discussion: afternoon tea

2.40 – 2.45pm

Developing Critical Thinking and Problem-Solving Skills in PE

2.45 – 3.15pm

- Understanding the role of critical thinking in physical education and its impact on student learning
- Integrating problem-solving activities and real-life challenges into PE lessons
- Deepen students higher-order thinking through skilful questioning

Incorporating Contemporary Issues in PE

3.15 – 3.45pm

- Exploring the relevance of current societal and global issues in the context of PE
- Integrating topics e.g. mental health, nutrition, and diversity into the curriculum
- Encouraging critical discussions and debates on ethical and social aspects of physical education
- Engaging students through community-based projects and initiatives

LOCATION/DATE

London

Wednesday 13 March 2024

Friday 14 June 2024

COURSE LEADER

Will Swaites is an experienced teacher, teacher educator and leader of teaching and learning. With nearly 20 years' experience in education, Will became an Advanced Skills Teacher in 2006 and has been innovating curriculum design ever since. Following 4 successful years as Head of Physical Education and Achievement for Youth Sport Trust, Will now provides mentoring support for the leadership of PE in 22 schools across Nottinghamshire and operates as a consultant for Sport England to advise 10 Teaching School Alliances nationally to transform their offer.

WHO SHOULD ATTEND?

- PE teachers with varying levels of experience
- Heads of PE seeking to improve teaching standards in their departments
- PE teachers looking to expand their knowledge of effective pedagogy

BENEFITS OF ATTENDING

- Gain a comprehensive understanding of outstanding pedagogy in PE and explore various teaching styles
- Learn how to adapt their instruction and assessments to accommodate students with varying abilities and learning styles
- Explore effective formative and summative assessment methods
- Take away strategies to empower students to take ownership of their learning and foster leadership skills
- Implement effective strategies for conflict resolution and maintaining a respectful atmosphere
- Integrate critical thinking activities into PE lessons to enhance students' analytical abilities
- Discover how to incorporate contemporary issues into the curriculum, making PE more relevant and engaging for students

NEW: AQA A-LEVEL PE: ACHIEVING OUTSTANDING RESULTS IN PAPER 1

CODE 9618

ABOUT THIS COURSE

This excellent new course is designed for AQA A-Level PE teachers aiming to enhance their expertise in preparing students for success in Paper 1: Factors affecting participation in physical activity and sport.

The course will delve into key strategies for understanding the exam structure, tackling various question types effectively, providing an intense, advanced, focus on deconstructing questions from paper 1 and deciphering example responses.

There will also be a focus on pedagogy for paper 1, but most importantly on preparing students for the exam. This course will provide a focus on raising a grade B to a grade A/A* and how to do this with specific topics from paper 1.

The course will include a section on exam tactics and techniques, with what examiners need to see and how to get your students to do this.

PROGRAMME

TIME

Examining the Components of Paper 1 and Embedding Effective Pedagogy 10.00 – 11.00am

- Examining the specific requirements of paper 1 – analysing the assessment objectives and their implications
- Understanding the weighting and different sections in the exam
- Identifying the key challenges in this paper and the key skills required for success
- Reviewing the most recent exam – learning from previous mistakes
- Developing smart and effective pedagogy that maximises attainment

Discussion: coffee break

11.00 – 11.20am

Section A: Applied Anatomy and Physiology

11.20 – 12.00pm

- Developing engaging teaching strategies for complex concepts in Applied Anatomy and Physiology
- Identifying, addressing and creating specific lesson ideas for challenging content
- How Applied Anatomy and Physiology is likely to be examined – the question types
- Past questions to inform your teaching

Section B: Skill Acquisition

12.00 – 12.40pm

- Tackling the problematic areas in Skill Acquisition
- Building student confidence in dealing with difficult topics
- How Skill Acquisition is likely to be examined
- Past questions to inform your teaching

Lunch and informal discussion

12.40 – 1.40pm

Section C: Sport & Society

1.40 – 2.20pm

- Lesson ideas for Sport and Society – integrating real-life examples and case studies for better comprehension
- Developing teaching strategies for complex concepts
- How Sport and Society is likely to be examined
- Past questions to inform your teaching

Ensuring Success in Extended Writing Questions

2.20 – 3.00pm

- A look at sample responses and why they have been marked, how they have been marked
- Developing an approach to marking that enables progression of all students
- Marking task: a short, interactive session which involves marking sample responses
- Good habits when marking extended writing questions

Discussion: afternoon tea

3.00 – 3.10pm

Effective Exam Preparation Strategies

3.10 – 3.40pm

- Developing comprehensive revision plans for students
- Implementing formative assessment strategies throughout the course
- Exploring resources and tools for effective exam preparation
- Addressing common pitfalls and challenges in the lead-up to the exam

LOCATION/DATE

London

Monday 26 February 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- Experienced AQA A-Level PE teachers
- Teachers new to AQA A-Level PE
- Heads of PE

BENEFITS OF ATTENDING

- Gain a deep understanding of how to deliver topics from paper 1 with a focus and purpose to improve attainment
- Increase the number of students with potential for the highest grades in this paper
- Explore many topics from paper 1 with suggestions on how to maintain focus on the end attainment
- Develop a teaching philosophy that is informed, targeted and effective, with proven strategies for teaching challenging content
- Enhance your ability to guide students in effective exam preparation
- Gain resources that you can take away for immediate use in the classroom

NEW: AQA A-LEVEL PE: ACHIEVING OUTSTANDING RESULTS IN PAPER 2

CODE 9619

ABOUT THIS COURSE

This excellent new course is designed for AQA A-Level PE teachers aiming to enhance their expertise in preparing students for success in Paper 2: Factors affecting optimal performance in physical activity and sport.

The course will delve into key strategies for understanding the exam structure, tackling various question types effectively, providing an intense, advanced, focus on deconstructing questions from paper 2 and deciphering example responses.

There will also be a focus on pedagogy for paper 2, but most importantly on preparing students for the exam. This course will provide a focus on raising a grade B to a grade A/A* and how to do this with specific topics from paper 2.

The course will include a section on exam tactics and techniques, with what examiners need to see and how to get your students to do this.

PROGRAMME

PROGRAMME	TIME
Examining the Components of Paper 2 and Embedding Effective Pedagogy <ul style="list-style-type: none"> Examining the specific requirements of paper 2 - analysing the assessment objectives and their implications Understanding the weighting and different sections in the exam Identifying the key challenges in this paper and the key skills required for success Reviewing the most recent exam - learning from previous mistakes Developing smart and effective pedagogy that maximises attainment 	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.20am
Section A: Exercise Physiology and Biomechanics <ul style="list-style-type: none"> Developing engaging teaching strategies for complex concepts in Exercise Physiology and Biomechanics Identifying, addressing and creating specific lesson ideas for challenging content How Exercise Physiology and Biomechanics is likely to be examined – the question types Past questions to inform your teaching 	11.20 – 12.00pm
Section B: Sport Psychology <ul style="list-style-type: none"> Tackling the problematic areas in Sport Psychology Building student confidence in dealing with difficult topics How Sport Psychology is likely to be examined Past questions to inform your teaching 	12.00 – 12.40pm
Lunch and informal discussion	12.40 – 1.40pm
Section C: Sport and Society and Technology in Sport <ul style="list-style-type: none"> Lesson ideas for Sport and Society and Technology in Sport - integrating real-life examples and case studies for better comprehension Developing teaching strategies for complex concepts How Sport and Society and Technology in Sport is likely to be examined Past questions to inform your teaching 	1.40 – 2.20pm
Ensuring Success in Extended Writing Questions <ul style="list-style-type: none"> A look at sample responses and why they have been marked, how they have been marked Developing an approach to marking that enables progression of all students Marking task: a short, interactive session which involves marking sample responses Good habits when marking extended writing questions 	2.20 – 3.00pm
Discussion: afternoon tea	3.00 – 3.10pm
Effective Exam Preparation Strategies <ul style="list-style-type: none"> Developing comprehensive revision plans for students Implementing formative assessment strategies throughout the course Exploring resources and tools for effective exam preparation Addressing common pitfalls and challenges in the lead-up to the exam 	3.10 – 3.40pm

LOCATION/DATE

London

Friday 08 March 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- Experienced AQA A-Level PE teachers
- Teachers new to AQA A-Level PE
- Heads of PE

BENEFITS OF ATTENDING

- Gain a deep understanding of how to deliver topics from paper 2 with a focus and purpose to improve attainment
- Increase the number of students with potential for the highest grades in this paper
- Explore many topics from paper 2 with suggestions on how to maintain focus on the end attainment
- Develop a teaching philosophy that is informed, targeted and effective, with proven strategies for teaching challenging content
- Enhance your ability to guide students in effective exam preparation
- Gain resources that you can take away for immediate use in the classroom

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

CODE 9620

ABOUT THIS COURSE

This brand-new course for all teachers of AQA A Level PE 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 and NEA 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 – 11.00am

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in papers 1 and 2 and the challenges experienced by candidates
- Deep-diving problem questions from papers 1 and 2
- How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations
- Reflections on the most recent mark scheme and what this means moving forward
- Starting to make a plan of action- what should we do? How should we do it?

Discussion: coffee break

11.00 – 11.20am

Extended Question Focus

11.20 – 12.00pm

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

Short Answer Headaches

12.00 – 1.00pm

- Dealing with data in the manner that A Level PE expects
- Working with new and innovative methods to prepare students for data demands
- Deciphering where marks are lost in 3-5 mark questions
- Working on strategies to minimise the silly mistakes

Lunch and informal discussion

1.00 – 2.00pm

Spotlight on the NEA

2.00 – 2.40pm

- The AQA standard at different grades and getting your students to reach it – why do they miss out?
- Outstanding practical teaching and assessment that helps your students gain the best marks
- Techniques to help students construct excellent written coursework: where and why they can struggle with this skill

Discussion: afternoon tea

2.40 – 2.50pm

Moving Forward and Maximising Success in 2025 and Beyond

2.50 – 3.40pm

- Summary of what we have learnt
- Producing a plan of action to maximise student success in 2025
- Specific lessons to be learnt and how to prevent them from happening again
- Ensuring whole department success – managing staff and developing a progressive teaching culture that organically learns and improves

LOCATION/DATE

London

Thursday 27 June 2024

COURSE LEADER

Ross Howitt works as a Principal Moderator, Coursework Advisor and Lead Examiner for major examining boards. He has many published educational works and provides a strong, informative focus on all matters relating to academic Physical Education. He has a strong reputation for delivering focused and informative INSET courses and is a regular provider of articles and information to a number of educational periodicals. He provides educational consultancy in schools/ colleges around the country and overseas.

WHO SHOULD ATTEND?

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

BENEFITS OF ATTENDING

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

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

CODE **9497**

ABOUT THIS COURSE

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

The course will also cover standardisation, including moderation, 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

PROGRAMME	TIME
Understanding AQA A-Level PE Assessment Criteria <ul style="list-style-type: none"> ● Overview of the AQA A-Level PE 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 ● Exploring examples of top-quality work to set benchmarks for excellence ● Identifying common misconceptions and pitfalls in assessment 	10.00 – 10.40am
Marking Masterclass - Best Practices for Efficient and Accurate Marking <ul style="list-style-type: none"> ● 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? 	10.40 – 11.10am
Discussion: coffee break	11.10 – 11.25am
Ensuring Accuracy and Consistency of Marking <ul style="list-style-type: none"> ● Develop techniques to maintain accuracy consistency in marking across different components and exam papers ● Understand the importance of adhering to AQA's standardisation procedures ● Addressing potential biases in grading and marking ● Strategies for effective moderation and standardisation – ensuring consistent assessment across the department 	11.25 – 12.15pm
Tracking and Monitoring Assessment <ul style="list-style-type: none"> ● 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 	12.15 – 12.45pm
Lunch and informal discussion	12.45 – 1.45pm
Effective Feedback Techniques <ul style="list-style-type: none"> ● Explore various strategies for providing constructive and actionable feedback to students ● Highlight strengths and weaknesses in student work using the marking 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 sizes 	1.45 – 2.30pm
Discussion: afternoon tea	2.30 – 2.35pm
Implementing Intervention Strategies to Support Students <ul style="list-style-type: none"> ● 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 	2.35 – 3.15pm
Self-Reflection and Action Planning <ul style="list-style-type: none"> ● Reflecting on personal assessment and marking practices ● Identifying areas for improvement ● Developing an action plan for implementing changes 	3.15 – 3.40pm

LOCATION/DATE

London

Monday 18 March 2024

Tuesday 18 June 2024

COURSE LEADER

Ross Howitt works as a Principal Moderator, Coursework Advisor and Lead Examiner for major examining boards. He has many published educational works and provides a strong, informative focus on all matters relating to academic Physical Education. He has a strong reputation for delivering focused and informative INSET courses and is a regular provider of articles and information to a number of educational periodicals. He provides educational consultancy in schools/ colleges around the country and overseas.

WHO SHOULD ATTEND?

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

BENEFITS OF ATTENDING

- Gain a thorough understanding of the AQA A-Level PE grading criteria and assessment requirements.
- Develop effective and efficient marking and feedback strategies to save time while maximising impact.
- 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.

AQA A-LEVEL PE: MAXIMISING STUDENT OUTCOMES IN THE 2024 EXAM PAPERS

A-LEVEL

CODE 9498

ABOUT THIS COURSE

Irrespective of how well staff prepare students for the AQA written papers in A-Level Physical Education, 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 factors affecting participation and factors affecting optimal performance 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 theoretical sections 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 regularly using trackers, 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

Focus on assessment demands for A/A* students

11.15 – 12.30pm

- Identifying the range of question types; multiple choice, short structured, extended response questions and synoptic questions
- Developing student's exam skills; scaffolding, part paragraphs, so-called model answers, structure strips, using technology (visualisers), and developing literacy
- Deepening the understanding of command words, particularly evaluate and analyse, and the impact on an answer and subsequent marks gained when the command word in a question is not accurately addressed

Lunch and informal discussion

12.30 – 1.30pm

Extracting the Correct Information from the Question for the 8 and 15 mark questions

1.30 – 2.30pm

- 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 theoretical sections, irrespective of the member of staff delivering the area of the specification
- Strategies for selecting appropriate content and utilising effective presentation for both structured and extended synoptic questions
- How students can monitor their own exam technique in homework and assessment tasks

Discussion: afternoon tea

2.30 – 2.45pm

Accurate Staff and Peer Marking

2.45 – 3.45pm

- How to approach teaching A-Level 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 06 March 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- Heads of PE Departments
- Teachers who deliver any of the theoretical specification for AQA A-Level Physical Education

BENEFITS OF ATTENDING

- Identify the main areas where students lose marks when answering exam questions
- Identify the range of question types across all three theoretical sections
- Focus on how to extract information from a question to allow access to all the marks available
- Analysing how; a lack of sporting examples, repetition of AO1 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

A-LEVEL AIMING FOR A/A* IN AQA A-LEVEL PE

CODE 9283

ABOUT THIS COURSE

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

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

Finally, we will look beyond the course to focus on preparing these students to continue studying PE at university.

PROGRAMME

	TIME
Challenging our most able students	10.00 – 10.45am
<ul style="list-style-type: none">Who are our most able students?Why do we have to challenge our most able students?How are A/A* Grades achieved?	
Discussion: coffee break	10.45 – 11.00am
Focus on assessment demands for A/A* students	11.00 – 12.00pm
<ul style="list-style-type: none">Examine the assessment demands of all components including the use of assessment objectives as a framework for assessmentConsider the most effective models for delivery of the course to ensure effective assessmentFeedback and grading analysis from the most recent exam. What is required for A/A*?Analysis of mark schemes – which sections/questions differentiated candidates?Grades A & A*: what are the differences between these?Key attributes of Grade A/A* students in the classroomAvoiding potential hazards: what can cost a top student their A/A* grade?	
The key challenges for A/A* students in extended questions	12.00 – 1.00pm
<ul style="list-style-type: none">Applying synoptic requirements correctlySupporting students to write top band extended answersApplying knowledge to consistently write top band evaluation or analysis	
Lunch and informal discussion	1.00 – 2.00pm
Stretching and Challenging the most able students in short answer questions	2.00 – 3.00pm
<ul style="list-style-type: none">The shorter questions: what are the potential pitfalls?Moving on from GCSE approaches – encouraging students to become confident with AO3 skillsThe value of context – achieving depth of AO3 in short answer questionsWhat makes a strong A-Level response? How can we build up to this?Planning with and designing support for students aiming for top grades	
Discussion: afternoon tea	3.00 – 3.10pm
Tactics for achieving the highest grades in the written coursework	3.10 – 3.40pm
<ul style="list-style-type: none">Develop an action plan for success for students aiming for top grades in the NEA analysis and evaluationHow to achieve depth or breadth of analysisThe key pointers to depth of evaluationExamine some high mark pieces of coursework and unpick why	

LOCATION/DATE

London

Wednesday 31 January 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- Heads of PE
- Teachers of A-Level PE

BENEFITS OF ATTENDING

- Increase awareness of what teacher should aim to achieve with the most able PE Students
- Gain the latest evidence-based practice that challenges A/A* students
- Develop greater understanding of what examiners are looking for in Grade A/A* responses
- Take away a range of innovative teaching ideas and electronic resources for your most able students
- Learn how to develop resilience so that talented PE students achieve their A/A* potential
- Focused on identifying the demands of Grades A & A* and providing materials to help teachers prepare students effectively
- A detailed look at the different demands of questions

TEACHING AQA A-LEVEL PE FOR THE FIRST TIME

CODE **8880**

ABOUT THIS COURSE

This course is designed for teachers who are new to teaching AQA A-Level PE, or who wish to improve their understanding to enable their students to achieve higher grades. The sessions are designed to improve delegates' understanding of the AQA specification and ensure that candidates have the best opportunity to maximise their potential grades. Delegates will receive new teaching approaches as well as key guidance in how to develop exceptional examination and NEA techniques in AQA A-Level PE to maximise students' success when delivering the course for the first time.

PROGRAMME

TIME

Introduction: identifying methods that will enhance performance from the start

10.00 – 11.15am

- Overview of the specification – introducing the scheme of work and baseline assessment.
- Analysing the assessment criteria and looking how to incorporate AO1, AO2 and AO3 in your lessons.
- Recognising which areas will be the most challenging and preparing for these.
- Identifying your support network and making the most of it – particularly in a small department.

Discussion: coffee break

11.15 – 11.30am

Tackling the Challenging Content of AQA A-Level PE

11.30 – 12.15pm

- Planning and teaching the more demanding topics from anatomy, physiology and biomechanics – what these are and how to factor them into your teaching
- Making complicated concepts easy
- Teaching ideas, related questions and supporting resources to help improve student understanding.
- Teaching for the different types of questions, with examples, so that you can help students access all the available marks
- Designing formative assessment and feedback through focussed starters and plenaries into your teaching

Skill, Sports Psychology and Socio-cultural issues

12.15 – 1.15pm

- Why are these so challenging for many students?
- Planning for success, teaching methodologies and using retrieval practise to boost student performance
- Teaching ideas with associated questions and resources, from selected topics from Skill, Psychology and Socio- Cultural issues
- Getting students involved in their learning – making theory 'practical'

Lunch and informal discussion

1.15 – 2.15pm

Managing the NEA

2.15 – 3.15pm

- Performing, coaching and officiating: what you have to teach and what the students have to do
- The AQA standard at different grades and getting your students to reach it
- How to structure a programme of practical teaching and assessment that helps your students gain the best marks
- Techniques to help students construct excellent written coursework: where and why they can struggle in A-Level with this skill

Effectively tackling the theory examination

3.15 – 3.45pm

- How to approach teaching A-Level exam skills with confidence
- Teaching towards the 'endgame', what language to use, ensure you are marking 'like the examiner' and secure grading
- Focus on essay structure in exams, how to pick up easy marks, and what top grade responses look like
- Marking and assessment strategies: supporting students to access the higher level grades
- Extended (8 and 15-mark) answers – ideas for development

Final tips and plenary

3.45pm

LOCATION/DATE

London

Tuesday 12 March 2024

Wednesday 10 July 2024

COURSE LEADER

Ross Howitt works as a Principal Moderator, Coursework Advisor and Lead Examiner for major examining boards. He has many published educational works and provides a strong, informative focus on all matters relating to academic Physical Education. He has a strong reputation for delivering focused and informative INSET courses and is a regular provider of articles and information to a number of educational periodicals. He provides educational consultancy in schools/ colleges around the country and overseas.

WHO SHOULD ATTEND?

- New teachers of AQA A-Level PE
- Heads of Department for PE

BENEFITS OF ATTENDING

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

AQA A-LEVEL PE: ACHIEVING SUCCESS IN THE NEA

CODE 9118

ABOUT THIS COURSE

In this course, you will maximise success with effective strategies for the crucial non-examined assessment. Delegates will engage with a full range of example assessments and also improve their ability to show candidates at the mark they have awarded. Led by our highly experienced expert Ross Howitt, the course will show how to organise, teach and mark student work across all the assessed areas to ensure that all students succeed in their AQA A-Level PE practical performance.

PROGRAMME

	TIME
Overview, principles and aims of the assessments <ul style="list-style-type: none"> ● Get to grips with the requirements of the NEA component ● Analyse the content and structure of the assessments ● Key messages from 2023 ● Deal with initial questions and answers ● What makes the best students stand out in their Practical Performance? ● Top tips for ensuring student consistency across the Practical Performance elements and across sports ● Helping students see the connections between NEA and exam work: teaching techniques that work 	10.00 – 10.45am
Discussion: coffee break	10.45 – 11.00am
Success with the NEA assessments - Practical <ul style="list-style-type: none"> ● Teaching requirements to ensure successful NEA in the practical areas in which students struggle and how to approach these when teaching ● In-depth coverage of the moderation and activity requirements ● Practical performance - analyse footage and expectations for successful approaches ● Ways to present evidence to maximise the chances of problem-free moderation ● Take part in a peer-led standardisation exercise using the assessment matrix 	11.00 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
Analysis and Evaluation task <ul style="list-style-type: none"> ● Explore the grading criteria for students' responses and what this means for your teaching ● Explore best practice for preparing students for top marks in the Analysis and Evaluation task - where do students lose and gain marks ● Understanding the difference between breadth and depth ● How to use breadth or depth for the analysis and depth (only) for the evaluation 	1.30 – 2.30pm
Discussion: afternoon tea	2.30 – 2.45pm
Marking and Moderating <ul style="list-style-type: none"> ● Administrative guidelines and why it is crucial to complete them accurately ● Take part in a peer-led standardisation exercise using the assessment matrix ● How best to use previously moderated work to improve student performance 	2.45 – 3.45pm

LOCATION/DATE

London

Thursday 04 July 2024

COURSE LEADER

Ross Howitt works as a Principal Moderator, Coursework Advisor and Lead Examiner for major examining boards. He has many published educational works and provides a strong, informative focus on all matters relating to academic Physical Education. He has a strong reputation for delivering focused and informative INSET courses and is a regular provider of articles and information to a number of educational periodicals. He provides educational consultancy in schools/ colleges around the country and overseas.

WHO SHOULD ATTEND?

- All Teachers delivering or planning to deliver the AQA A-Level PE specification
- Heads of PE

BENEFITS OF ATTENDING

- Take away the latest key advice on how to ensure students achieve the highest grades possible for NEA
- Getting to grips with the specification content and the requirements of the NEA component (including the written coursework)
- Organising and timing the assessment of the practical activities
- Preparing students for the NEA with suggested strategies for delivery and assessment
- Administrative guidelines for the submission of NEA assessments
- Engage with a full range of example assessments

NEW: OCR A-LEVEL PE: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9621**

ABOUT THIS COURSE

This brand-new course for all teachers of OCR A Level PE 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 and NEA 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

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in papers 1 and 2 and the challenges experienced by candidates
- Deep-diving problem questions from papers 1 and 2
- How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations
- Reflections on the most recent mark scheme and what this means moving forward
- Starting to make a plan of action- what should we do? How should we do it?

Discussion: coffee break

Extended Question Focus

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

Short Answer Headaches

- Dealing with data in the manner that A Level PE expects
- Working with new and innovative methods to prepare students for data demands
- Deciphering where marks are lost in 3-5 mark questions
- Working on strategies to minimise the silly mistakes

Lunch and informal discussion

Spotlight on the NEA

- The OCR standard at different grades and getting your students to reach it - why do they miss out?
- Outstanding practical teaching and assessment that helps your students gain the best marks
- Techniques to help students construct excellent written coursework: where and why they can struggle with this skill

Discussion: afternoon tea

Moving Forward and Maximising Success in 2025 and Beyond

- Summary of what we have learnt
- Producing a plan of action to maximise student success in 2025
- Specific lessons to be learnt and how to prevent them from happening again
- Ensuring whole department success - managing staff and developing a progressive teaching culture that organically learns and improves

LOCATION/DATE

London

Friday 22 June 2024

COURSE LEADER

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school.

WHO SHOULD ATTEND?

- Teachers of OCR A-Level PE
- Heads of Department
- Academic leads for PE
- Prospective or new teachers of OCR A-Level PE

BENEFITS OF ATTENDING

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

NEW: OCR A-LEVEL PE: ACHIEVING OUTSTANDING RESULTS IN PAPER 1

CODE **9622**

ABOUT THIS COURSE

This excellent new course is designed for OCR A-Level PE teachers aiming to enhance their expertise in preparing students for success in Paper 1: Physiological factors affecting performance

The course will delve into key strategies for understanding the exam structure, tackling various question types effectively, providing an intense, advanced, focus on deconstructing questions from paper 1 and deciphering example responses.

There will also be a focus on pedagogy for paper 1, but most importantly on preparing students for the exam. This course will provide a focus on raising a grade B to a grade A/A* and how to do this with specific topics from paper 1.

The course will include a section on exam tactics and techniques, with what examiners need to see and how to get your students to do this.

PROGRAMME

TIME

Examining the Components of Paper 1 and Embedding Effective Pedagogy 10.00 – 11.00am

- Examining the specific requirements of paper 1 - analysing the assessment objectives and their implications
- Understanding the weighting and different sections in the exam
- Identifying the key challenges in this paper and the key skills required for success
- Reviewing the most recent exam - learning from previous mistakes
- Developing smart and effective pedagogy that maximises attainment

Discussion: coffee break 11.00 – 11.20am

1.1: Applied Anatomy and Physiology 11.20 – 12.00pm

- Developing engaging teaching strategies for complex concepts in applied anatomy and physiology
- Identifying, addressing and creating specific lesson ideas for challenging content
- How applied anatomy and physiology is likely to be examined - the question types
- Examining past questions to inform your teaching

1.2: Exercise Physiology 12.00 – 12.40pm

- Tackling the problematic areas in Exercise Physiology
- Building student confidence in dealing with difficult topics
- How Exercise Physiology is likely to be examined
- Examining past questions to inform your teaching

Lunch and informal discussion 12.40 – 1.40pm

1.3: Biomechanics 1.40 – 2.20pm

- Lesson ideas for Biomechanics - integrating real-life examples and case studies for better comprehension
- Developing teaching strategies for complex concepts
- How Biomechanics is likely to be examined
- Examining past questions to inform your teaching

Ensuring Success in Extended Response Questions 2.20 – 3.00pm

- A look at sample responses and why they have been marked, how they have been marked
- Developing an approach to marking that enables progression of all students
- Marking task: a short, interactive session which involves marking sample responses
- Good habits when marking extended responses

Discussion: afternoon tea 3.00 – 3.10pm

Effective Exam Preparation Strategies 3.10 – 3.40pm

- Developing comprehensive revision plans for students
- Implementing formative assessment strategies throughout the course
- Exploring resources and tools for effective exam preparation
- Addressing common pitfalls and challenges in the lead-up to the exam

LOCATION/DATE

London

Thursday 27 June 2024

WHO SHOULD ATTEND?

- Experienced OCR A-Level PE teachers
- Teachers new to OCR A-Level PE
- Heads of PE

BENEFITS OF ATTENDING

- Gain a deep understanding of how to deliver topics from paper 1 with a focus and purpose to improve attainment
- Increase the number of students with potential for the highest grades in this paper
- Explore many topics from paper 1 with suggestions on how to maintain focus on the end attainment
- Develop a teaching philosophy that is informed, targeted and effective, with proven strategies for teaching challenging content
- Enhance your ability to guide students in effective exam preparation
- Gain resources that you can take away for immediate use in the classroom

NEW: OCR A-LEVEL PE: ACHIEVING OUTSTANDING RESULTS IN PAPERS 2 & 3

CODE **9623**

ABOUT THIS COURSE

This excellent new course is designed for OCR A-Level PE teachers aiming to enhance their expertise in preparing students for success in Paper 2: Psychological factors affecting performance and Paper 3: Socio-cultural issues in physical activity and sport

The course will delve into key strategies for understanding the exam structure, tackling various question types effectively, providing an intense, advanced, focus on deconstructing questions from papers 2 and 3 and deciphering example responses.

There will also be a focus on pedagogy, but most importantly on preparing students for the exam. This course will provide a focus on raising a grade B to a grade A/A* and how to do this with specific topics from papers 2 and 3.

The course will include a section on exam tactics and techniques, with what examiners need to see and how to get your students to do this.

PROGRAMME

Examining the Components of Papers 2 & 3 and Embedding Effective Pedagogy

TIME

10.00 – 10.40am

- Examining the specific requirements of paper 2 and 3 – analysing the assessment objectives and their implications
- Understanding the weighting and different sections in the exams
- Identifying the key challenges in the papers and the key skills required for success
- Reviewing the most recent exams – learning from previous mistakes
- Developing smart and effective pedagogy that maximises attainment

2.1: Skill Acquisition

10.40 – 11.20am

- Explore innovative teaching strategies for conveying complex concepts in skill acquisition
- Address and devise specific lesson ideas for challenging content
- Understand the various question types likely to be encountered for applied anatomy and physiology
- Analyse past examination questions to gain insights that will inform and improve your teaching approach

Discussion: coffee break

11.20 – 11.40am

2.2: Sports Psychology

11.40 – 12.20pm

- Tackling the problematic areas in Sports Psychology
- Building student confidence in dealing with difficult topics
- How Sports Psychology is likely to be examined
- Examining past questions to inform your teaching

3.1: Sport and Society

12.20 – 1.00pm

- Effective strategies to navigate tricky areas in sport and society
- Grappling with complex topics – ensure success with your cohort
- Understanding the anticipated examination structure for sport and society
- Drawing insights from past examination questions to enhance your teaching methods

Lunch and informal discussion

1.00 – 2.00pm

3.2: Contemporary Issues in Physical Activity and Sport

2.00 – 2.40pm

- Lesson ideas – integrating real-life examples and case studies for better comprehension
- Developing teaching strategies for complicated concepts
- Understand the various question types likely to be on the exam
- Examining past questions to inform your teaching

Ensuring Success in Extended Response Questions

2.40 – 3.10pm

- A look at sample responses and why they have been marked, how they have been marked
- Developing an approach to marking that enables progression of all students
- Marking task: a short, interactive session which involves marking sample responses
- Good habits when marking extended responses

Discussion: afternoon tea

3.10 – 3.20pm

Effective Exam Preparation Strategies

3.20 – 3.40pm

- Developing comprehensive revision plans for students
- Implementing formative assessment strategies throughout the course
- Exploring resources and tools for effective exam preparation
- Addressing common pitfalls and challenges in the lead-up to the exam

LOCATION/DATE

London

Monday 01 July 2024

COURSE LEADER

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school.

WHO SHOULD ATTEND?

- Experienced OCR A-Level PE teachers
- Teachers new to OCR A-Level PE
- Heads of PE

BENEFITS OF ATTENDING

- Gain a deep understanding of how to deliver topics from papers 2 and 3 with a focus and purpose to improve attainment
- Increase the number of students with potential for the highest grades in this paper
- Explore many topics from paper 2 and 3 with suggestions on how to maintain focus on the end attainment
- Develop a teaching philosophy that is informed, targeted and effective, with proven strategies for teaching challenging content
- Enhance your ability to guide students in effective exam preparation
- Gain resources that you can take away for immediate use in the classroom

OUTSTANDING ASSESSMENT, MARKING AND FEEDBACK IN OCR A-LEVEL PE

CODE **9499**

ABOUT THIS COURSE

This new course designed to empower teachers of OCR A-Level Physical Education to enhance their assessment, marking, and feedback practices, ultimately leading to improved student outcomes. Participants will gain a deeper understanding of the OCR 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 PE Assessment Criteria

10.00 - 10.40am

- Overview of the OCR A-Level PE 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

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 OCR'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 sizes

Discussion: afternoon tea

2.30 - 2.35pm

Implementing Intervention Strategies to Support Students

2.35 - 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

Monday 26 February 2024

COURSE LEADER

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school.

WHO SHOULD ATTEND?

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

BENEFITS OF ATTENDING

- Gain a thorough understanding of the OCR A-Level PE 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.

OCR A LEVEL PE: MAXIMISING STUDENT OUTCOMES IN THE EXAM PAPERS

CODE **8883**

ABOUT THIS COURSE

Irrespective of how well staff prepare students for the three OCR written papers in A-Level Physical Education, 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 course will look at the different types of questions featured across the Physiological Factors, Psychological Factors and Socio-cultural Issues 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 all three theoretical units 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 regularly using trackers, long term planning, question matrix per each topic/paper, revision aids.
- Using historical centre based information on OCR's Active Results 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 three exam papers

11.15 – 12.30pm

- Identifying the range of question types; multiple choice, short structured, longer structured, data response and extended synoptic questions
- Developing student's exam skills; scaffolding, fill in gaps, part paragraphs, so-called model answers, write a mid-band response, structure strips, essay feedback sheets, using technology (visualisers), and developing literacy.
- Deepening the understanding of command words and the impact on an answer and subsequent marks gained when the command word in a question is not accurately addressed

Lunch and informal discussion

12.30 – 1.30pm

Extracting the correct information from the question

1.30 – 2.30pm

- A question is more than just a test of subject knowledge – how to ensure that students dissect a question correctly
- Strategies to standardise the dissection of a question across all three theoretical units, irrespective of the member of staff delivering the area of the specification
- Strategies for selecting appropriate content and utilising effective presentation for both structured and extended synoptic questions
- How students can monitor their own exam technique in homework and assessment tasks

Discussion: afternoon tea

2.30 – 2.45pm

Accurate staff and peer marking

2.45 – 3.45pm

- Marking exercise and standardisation opportunity; specifically focusing on over generous or too harsh marking, what breadth and depth truly means, how to use context appropriately, positive marking and to mark like an examiner.
- 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 27 February 2024

COURSE LEADER

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school.

WHO SHOULD ATTEND?

- Heads of PE Departments
- Teachers who deliver any of the three theoretical units for OCR A-Level Physical Education

BENEFITS OF ATTENDING

- Identify the main areas where students lose marks when answering exam questions
- Identify the range of question types across all three theoretical units
- 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 OCR A-LEVEL PHYSICAL EDUCATION FOR THE FIRST TIME

CODE **8692**

ABOUT THIS COURSE

This revised course aims to provide teachers new to, returning to, or those with limited experience of delivering OCR A-Level Physical Education an in-depth insight into both the theoretical and NEA specifications of this course, together with suggested strategies of how to deliver this popular A-Level.

PROGRAMME

	TIME
An introduction to the specification <ul style="list-style-type: none"> ● An overview of the Physiological, Psychological and Socio-cultural units ● The structure of each unit ● Ensuring topic areas which create the foundation for success – incorporating them into every lesson. ● Recognising which areas will be most challenging for you and how to address these issues ● Introducing the range of question types across the three units ● Illustrations of resources and strategies to aid learning 	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.15am
Preparing students for exams <ul style="list-style-type: none"> ● Teaching towards the ‘endgame’, what language to use, ensure you are marking ‘like the examiner’ and secure grading ● Focus on essay structure in exams, how to pick up easy marks, and what top grade responses look like ● Exemplar responses for the differing types of questions ● Methodologies that boost student attainment: how to improve students by one grade, targeting top grades (A-A*). ● Marking student work effectively ● Student self-evaluation 	11.15 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
NEA – the practical component <ul style="list-style-type: none"> ● An overview of the practical activity options ● Assessing the practical activities ● Exemplar performances in a range of activities ● The importance of video footage ● The moderation process 	1.30 – 2.30pm
Discussion: afternoon tea	2.30 – 2.45pm
NEA – the oral assessment <ul style="list-style-type: none"> ● An overview of the EAPI oral assessment ● Assessing the EAPI ● An exemplar of an EAPI ● Effective programming and preparation for the NEA 	2.45 – 3.45pm

LOCATION/DATE

London

Wednesday 26 June 2024

COURSE LEADER

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school.

WHO SHOULD ATTEND?

- Teachers who are delivering OCR A-Level PE for the first time
- Teachers with limited experience delivering OCR A-Level PE

BENEFITS OF ATTENDING

- Gain in depth knowledge of the structure of the three theoretical units
- Gain in depth knowledge of the two NEA units
- Gain an understanding of the assessment process and strategies to maximise student outcomes
- Develop an understanding of the NEA moderation process
- To gain a comprehensive overview of both the theoretical and NEA components of the specification. To gain ideas and strategies on programming and delivery of the course

OCR A-LEVEL PE: ACHIEVING SUCCESS IN THE NEA

CODE 9119

ABOUT THIS COURSE

In this course, you will maximise success with effective strategies for the crucial non examined assessment. Led by our highly experienced expert Diane Skelly, the course will ensure that delegates have up to date information about the NEA component, as well as offering strategies and guidance for ensuring that students are prepared and assessed accurately in both the practical and oral elements of the NEA component, in readiness for moderation in 2024.

PROGRAMME

	TIME
Learning from 2023 to ensure accurate assessment in 2024	10.00 – 11.00am
<ul style="list-style-type: none"> Common errors across centre assessments in 2023 – lessons to be learned Preparation, assessment, moderation – a flow chart for accurate assessment Administrative guidelines for the submission of NEA assessments 	
Discussion: coffee break	11.00 – 11.15am
Preparing students for practical activity assessment	11.15 – 12.30pm
<ul style="list-style-type: none"> Do students know how they are to be assessed in their chosen practical activity? Do they have a checklist of success in core and advanced skills? Do they have the assessment criteria for their activity? Do they know what they need to do to gain marks in the higher levels? Do they know what they need to do to improve their mark? How, where and when should students be assessed in their practical activity? Maintaining centre evidence of student performance throughout the course Accurate and realistic Competitive Logs to support assessment Applying the assessment criteria accurately to a range of activities – a standardisation exercise 	
Lunch and informal discussion	12.30 – 1.30pm
Preparing students for the EAPI	1.30 – 2.30pm
<ul style="list-style-type: none"> Current updates to NEA assessment Common errors in how centres prepare and assess students in the EAPI A strategy and timeline for preparing candidates for the EAPI Ensuring that all elements of the EAPI guidance are covered When and how to integrate theory into the EAPI – examples from each of the three theoretical components 	
Discussion: afternoon tea	2.30 – 2.45pm
Accurate assessment of the EAPI	2.45 – 3.45pm
<ul style="list-style-type: none"> How to accurately match the assessment criteria to a student response An exemplar response Assessing a candidate response – a delegate exercise 	

LOCATION/DATE

London

Monday 08 July 2024

COURSE LEADER

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school.

WHO SHOULD ATTEND?

- Teachers who deliver either or both elements of the NEA component of the OCR A-Level PE specification
- Heads of PE

BENEFITS OF ATTENDING

- Receive up to date NEA information following on from the summer 2023 assessments
- Visit the 2023 OCR feedback from this series to improve outcomes in 2024
- Increase understanding of the assessment criteria and levels of assessment used for both the practical activity and the EAPI
- Develop an understanding of the significance of internal standardisation and cross standardisation within a centre
- Experience an interactive exercise, viewing videos of practical activities and applying, through discussion, the assessment criteria for each activity
- Develop strategies for preparing candidates accurately for the EAPI assessment
- Reinforce how to apply the EAPI assessment criteria to an oral assessment exemplar
- Experience an interactive assessment exercise of applying the assessment criteria with other delegates

CODE **8884**

ABOUT THIS COURSE

This revised course is intended for all teachers who wish to ensure the high achievement of students in GCSE PE. The course focuses on excellent teaching approaches, methods, resources, and techniques to help teachers raise attainments in students of all abilities by improving student confidence, knowledge and a stronger understanding of what examiners are looking for.

The course is generic, suitable for teachers of all examination boards, though examples of the NEA will be taken from the AQA board.

PROGRAMME

	TIME
What is 'brilliant' GCSE PE teaching?	10.00 - 11.00am
<ul style="list-style-type: none"> ● What do we mean by brilliant teaching in GCSE PE? What do our students expect, want and need? ● What makes outstanding theory teaching in PE and why? ● Exploring the theory behind an 'active' classroom environment ● Develop a range of approaches to tackling key areas of GCSE PE ● Brilliance in skill based teaching – bringing the command words alive 	
Discussion: coffee break	11.00 - 11.20am
Readiness for GCSE PE	11.20 - 12.20pm
<ul style="list-style-type: none"> ● Ways to increasing engagement in the challenging topics such as Cardio-respiratory system, levers, planes and axes and biomechanics ● Helping students to answer the short questions: techniques that escalate the assessment objectives. ● Being in the position of the learner to make sure learning is penetrating ● Set up a motivating and engaging classroom and develop AO3 skills; how will this support the 6 mark questions. 	
The NEA: Tackling the areas that students struggle with	12.20 - 1.00pm
<ul style="list-style-type: none"> ● Where do students struggle according to the exam boards and what can we do about it? ● Approaches to encourage PE students to produce high level written work ● Methods for teaching the best coursework technique ● Requirements of the assessment grids: encouraging great work with our students 	
Lunch and informal discussion	1.00 - 2.00pm
Effective differentiation to challenge and extend students of all abilities	2.00 - 2.45pm
<ul style="list-style-type: none"> ● Making complicated and timely concepts easy – maintaining pace, motivation and enjoyment ● Questioning techniques for all abilities ● Analysis of resources that create an independent and innovative classroom ● Challenge the learners to adopt a synoptic approach to 9 markers 	
Tackling the Extended Question	2.45 - 3.30pm
<ul style="list-style-type: none"> ● Appreciate the importance of planning – how can this be completed in the exam environment ● Examining the balance of assessment objectives ● Teaching and learning approaches to develop the skills to build an answer ● Review model answers to extended questions – why did they achieve high marks? 	

LOCATION/DATE

London

Wednesday 28 February 2024

Friday 12 July 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- Heads of PE
- Teachers of PE
- PGCE mentors for Physical Education

BENEFITS OF ATTENDING

- Develop a range of approaches to tackling the key areas of GCSE PE
- Understand how to set an engaging and motivating classroom
- Understand effective differentiation to challenge and extend all students specific to their potential.
- Take away AFL techniques, feedback and marking strategies to raise attainment
- Increase awareness of exam readiness that can be infiltrated into all lessons to maximise exam technique

NEW: AQA GCSE PE: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9624**

ABOUT THIS COURSE

This brand-new course for all teachers of AQA GCSE PE will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward.

Join AQA GCSE PE expert Jackie Brookes as she goes far beyond reviewing examiners' feedback and carries out a focused and in-depth look at the exam papers to analyse areas of challenge as well as successes. There will be opportunities to discuss the common mistakes made and ways to improve teaching methods to further support and challenge your students to achieve their best and raise grades in 2025 and beyond.

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

PROGRAMME

The Exam - Reflections and Approaches

10.00 – 10.40am

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in papers 1 and 2 and the challenges experienced by candidates
- How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations
- Reflections on the most recent mark scheme and what this means moving forward
- Starting to make a plan of action- what should we do? How should we do it?

A Focus on Paper 1

10.40 – 11.30am

- Question level analysis
- The challenging questions – where and why students struggled
- Deep dive on the 6- and 9- marker performance
- Marking exercise – model responses to emphasise effective exam technique

Discussion: coffee break

11.30 – 11.50am

Paper 2 Focus

11.50 – 12.40pm

- Question level analysis
- Analysing the challenging questions
- How can students demonstrate understanding? – model responses to emphasise effective exam technique
- Exploring the demands of 6- and 9-mark questions – how should students approach them?

Lunch and informal discussion

12.40 – 1.40pm

NEA Feedback

1.40 – 2.30pm

- What went well in the practical assessment?
- Analysis and key learning from the Lead moderator report
- Support learners through the moderation process
- Key learning with the written coursework
- Model examples of well written analysis and evaluation
- Tackling the biggest mistakes made by centres?

Discussion: afternoon tea

2.30 – 2.40pm

Forward Planning for Exam Success in 2025

2.40 – 3.40pm

- Embedding AOs in the lesson delivery
- Skill based teaching
- An effective coursework delivery model
- Developing exam technique to boost attainment
- Exciting ways to engage mixed ability students

LOCATION/DATE

London

Wednesday 03 July 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- Teachers of AQA GCSE PE
- Heads of Department
- Academic leads for PE
- Prospective or new teachers of AQA GCSE PE

BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Tackle the challenges faced by students with exam technique
- Embed appreciation of exam performance into effective teaching and learning
- Maximise student performance in the written coursework
- Discover strategies to improve outcomes in the 2025 exams

AQA GCSE PE: MAXIMISING STUDENT OUTCOMES IN THE EXAM PAPERS

CODE 9540

ABOUT THIS COURSE

Irrespective of how well staff prepare students for the AQA written papers in GCSE Physical Education, 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 two 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 theoretical 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 <ul style="list-style-type: none"> Overview of good practice in preparation for any exam series; reflection, knowledge and skills audit, action plan, set targets and reflect/review, long term planning, question matrix per each topic/paper, revision aids Using historical centre-based information to address issues with the current cohort Identifying the common pitfalls that students make at both ends of the ability spectrum and ways to avoid this 	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.15am
Exploring the Different Type of Questions Across the Exam Papers <ul style="list-style-type: none"> Identifying the range of question types; multiple choice, short structured, extended response questions Developing student's exam skills; scaffolding, part paragraphs, so-called model answers, structure strips, using technology (visualisers), and developing literacy Learn specific strategies for tackling each question type effectively Analyse sample exam questions from previous GCSE PE papers to understand what examiners look for in high-level responses 	11.15 – 12.15pm
Lunch and informal discussion	12.15 – 1.15pm
Extracting the Correct Information from the Question for the 6 and 9 mark questions <ul style="list-style-type: none"> A question is more than just a test of subject knowledge – how to ensure that students dissect an extended question correctly Strategies to standardise the dissection of a question across both 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 	1.15 – 2.00pm
Applying knowledge in Question Responses <ul style="list-style-type: none"> Practical strategies to apply relevant knowledge to various scenarios and question types A review of key terms, command words and vocabulary Deepening the understanding of command words, particularly for AO2 and AO3 and the impact on an answer and subsequent marks gained when the command word in a question is not accurately addressed Apply this knowledge to craft well-structured and comprehensive answers in future exams 	2.00 – 2.45pm
Discussion: afternoon tea	2.45 – 3.00pm
Accurate Staff and Peer Marking <ul style="list-style-type: none"> How to approach teaching GCSE exam skills with confidence The use of appropriate and meaningful annotation to give students the greatest amount of accurate information to help them improve their answers 	3.00 – 3.40pm

LOCATION/DATE

London

Thursday 21 March 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- Heads of PE Departments
- Teachers who deliver any of the theoretical specification for AQA GCSE Physical Education

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 sporting examples, repetition of AO1 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

OUTSTANDING AQA GCSE PE TEACHING: HOW TO GET ACROSS THE TOUGHEST TOPICS

CODE **9286**

ABOUT THIS COURSE

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

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

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

Although aimed at teachers delivering AQA GCSE PE this course will benefit those following other major exam boards.

PROGRAMME

	TIME
3.1.2 Movement analysis	10.00 – 11.00am
<ul style="list-style-type: none"> What is needed to be known and in how much depth Why some of the teaching areas prove to be more problematic than others– e.g. levers, mechanical advantage and planes and axes How application, analysis and evaluation should be planned for Linking theory to demands of a 6 or 9 mark question 	
Discussion: coffee break	11.00 – 11.15am
3.1.3. Physical training	11.15 – 12.15pm
<ul style="list-style-type: none"> It may surprise you but many, many marks are lost in this area! Supporting students to quickly acquire knowledge and how to apply this in the exam Fantastic teaching that actually prepares for all examination eventualities What a great lesson looks like An opportunity to ask the presenter 	
3.1.4 Use of data	12.15 – 1.15pm
<ul style="list-style-type: none"> Information about appropriate depth of data use How to deliver areas / topics using data as a source Major pitfalls that can occur in exams and how to avoid them Sourcing and using data at an appropriate GCSE PE level Embedding assessment strategies consistently to identify what students remember and close gaps in learning 	
Lunch and informal discussion	1.15 – 2.15pm
3.2.1 Sports Psychology	2.15 – 3.15pm
<ul style="list-style-type: none"> Specific reference to classifications, goal setting and motivation Ways to remember key words and concepts How deep to teach and how to apply the theory An easy way to help students apply appropriate targets (AO2) Addressing student errors quickly before misconceptions form 	
Exam Tactics and Techniques	3.15 – 3.40pm
<ul style="list-style-type: none"> How to bring all the content together to prepare for the exam How to embed exam technique for students at different levels How to prevent key mistakes from being made Revision strategies that work! 	

LOCATION/DATE

London

Thursday 13 June 2024

COURSE LEADER

Ross Howitt works as a Principal Moderator, Coursework Advisor and Lead Examiner for major examining boards. He has many published educational works and provides a strong, informative focus on all matters relating to academic Physical Education. He has a strong reputation for delivering focused and informative INSET courses and is a regular provider of articles and information to a number of educational periodicals. He provides educational consultancy in schools/ colleges around the country and overseas.

WHO SHOULD ATTEND?

- Heads of PE
- Teachers of GCSE
- NQTs in A-Level PE

BENEFITS OF ATTENDING

- Receive informed lesson ideas and resources to make delivery easier and more effective
- Focus on key errors and mistakes that are commonly made
- Learn from previous marks schemes/ average scores attained and how issues can be addressed
- Network with fellow professionals
- Clarify any misconceptions in depth and theoretical application
- Focus on an area you teach and learn how to make 'synoptic links' to other areas for 9 mark questions

CODE **8593**

ABOUT THIS COURSE

This course is specifically targeted and designed for all teachers starting to teach GCSE Physical Education for the first time and is applicable to AQA. The day will give delegates tips, realistic practical advice and guidance, and practical strategies and approaches on how to deliver the course with minimum stress whilst maintaining maximum student achievement.

PROGRAMME

The specification in depth

10.00 - 11.00am

- The 4 GCSE PE assessment objectives and how they are met
- Planning a two or three year course that supports students of all abilities
- Ensuring progression from Key Stage 3, focussing on both written and practical work
- Starting to develop a teaching philosophy that prepares students for the assessment objectives

Discussion: coffee break

11.00 - 11.15am

Teaching Paper 1: The Human Body and Movement

11.15 - 12.00pm

- Understanding and meeting the demands of a written paper
- How to include technical terminology and knowledge throughout your teaching
- Exploring textbooks and resources: practical ways into supporting attainment in the written paper
- Ideas and resources for particularly problematic areas including movement analysis, planes and axes and lever systems
- Maintaining a focus on the assessment objectives within your teaching

Teaching Paper 2: Socio-Cultural Influences and Well-being

12.00 - 1.00pm

- How to differentiate work in response to ability and chosen specialisms
- The importance of providing feedback and how to boost attainment in specific topical areas
- Focusing on delivery in sports psychology and socio-cultural aspects
- Assessing your candidates: using the mark scheme and ensuring that your Specific lesson ideas and ways to engage those who are not as motivated

Lunch and informal discussion

1.00 - 2.00pm

NEA - preparation, delivery and moderation

2.00 - 3.00pm

- The demands of this practical unit: what's being assessed, and how
- Selecting appropriate practical options and how to deliver these options within a two or three year course
- The specifics: how to present practical evidence to meet the assessment criteria
- Running a moderation day: learning from others mistakes, with top tips to ensure a smooth running and purposeful day

Part 3 - analysis and evaluation

3.00 - 3.30pm

- What part 3 involves and how to structure delivery
- Using the assessment grids to inform your teaching
- JCQ rules on delivery and feedback during preparation of this work
- Questions and evaluation

LOCATION/DATE

London

Friday 09 February 2024

Thursday 27 June 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- All teachers new to teaching GCSE PE
- NQTs teaching GCSE PE for the first time
- PE teachers and other non-specialists who are teaching GCSE PE
- Heads of PE
- Those wishing to move to AQA to deliver GCSE PE

BENEFITS OF ATTENDING

- Identify the key components of GCSE PE
- Explore practical ideas for delivering a GCSE course
- Gain a good understanding of the relationship between the practical demands and the written paper
- Gain confidence in planning and teaching outstanding lessons for students of all abilities
- Take away immediately useful materials, including lesson ideas and teaching resources

ACHIEVING GRADES 7 TO 9 IN AQA GCSE PE

CODE **9057**

ABOUT THIS COURSE

This 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 AQA GCSE PE.

PROGRAMME

Focused deep dive on the demands of the GCSE specification 10.00 - 10.30am

- Identifying the strengths and weaknesses of our own teaching practice
- Examine the assessment demands of all 3 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
- Exploring the Examiner's Reports from previous exam sessions - what students need to do to ensure that they achieve the highest grades

Strategies to stretch top end students 10.30 - 11.15am

- Review characteristics of Grade 7-9 GCSE PE students
- What the highest achieving students can do
- What does a grade 7-9 student do differently to other students?
- What are the main reasons why a student may fail to gain a 7-9 grading?
- What is the best pedagogical culture to have in your PE department to help to achieve success
- An approach to extended writing that aims for 6/6 or 9/9

Discussion: coffee break 11.15 - 11.30am

Strategies to Achieve Grades 7 - 9 in Paper 1 11.30 - 12.30pm

- Exploring practical activities for teaching movement analysis with able students
- Examining strong exemplar responses for biomechanics
- Typical questions that may come up in Paper 1
- How can you make preparing for the writing a bit more FUN?
- Structuring your essay - What examiners are looking for
- New and innovative ways to help the higher ability students to scaffold their extended answers

Lunch and informal discussion 12.30 - 1.30pm

Achieving in Paper 2: stretching and challenging able students for a top grade 1.30 - 2.30pm

- What is excellent - unpicking the descriptors for a top band performance
- Teaching techniques that challenge and push the most able students
- What does a top band Paper 2 performance look like?
- It's the little things that count - focusing on the detail
- Creative methods and approaches which engage higher ability students
- Tried and tested methods

Discussion: afternoon tea 2.30 - 2.40pm

Achieving the Highest Grades in NEA Coursework 2.40 - 3.30pm

- How to achieve the highest grades for NEA practical
- Review examples of NEA at Grades 7 - 9, what top level students do
- Characteristics of the most successful candidates in the NEA
- Building Practical skills - introducing students to the course, arming them with skills and the confidence to work on their own
- A closer look at coursework, the pitfalls and the best practice examples
- Boosting students from a grade 5/6 in their coursework to a 7-9 grade whilst following the JCQ rules

LOCATION/DATE

London

Tuesday 06 February 2024

Monday 24 June 2024

COURSE LEADER

Ross Howitt works as a Principal Moderator, Coursework Advisor and Lead Examiner for major examining boards. He has many published educational works and provides a strong, informative focus on all matters relating to academic Physical Education. He has a strong reputation for delivering focused and informative INSET courses and is a regular provider of articles and information to a number of educational periodicals. He provides educational consultancy in schools/ colleges around the country and overseas.

WHO SHOULD ATTEND?

- Heads of Physical Education
- Academic teachers of Physical Education
- Teachers aiming to boost the higher achievers

BENEFITS OF ATTENDING

- Gain an informed understanding of what is required to achieve grades 7-9
- Understand the assessment demands of the AQA GCSE PE specification
- 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

AQA GCSE PE: ACHIEVING SUCCESS IN THE NEA

CODE 9121

ABOUT THIS COURSE

In this course, you will maximise success with effective strategies for the non-exam assessment, worth 40% of the overall GCSE. Delegates will also improve their ability to submit accurate assessments when compared to the exemplar material.

PROGRAMME

	TIME
Overview, Principles and Aims of the Non-Examined Assessments <ul style="list-style-type: none"> Analyse the content and structure of the assessments How to teach the NEA skills to ensure student progress and the opportunity to do themselves justice The process of student selection of activities and organising your scheme of assessment Data collection, analysis and submission of marks 	10.00 – 10.45am
Discussion: coffee break	10.45 – 11.00am
Success with the NEA assessments - Practical <ul style="list-style-type: none"> In-depth coverage of the moderation and activity requirements: ensuring students are working to the correct level before the NEA Practical performance – how to demonstrate skills in progressive drills and full context Engaging with example material to standardise your internal marking Working in groups to compare standards, with an examination of how to use this information in departments and with students 	11.00 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
Success in the NEA - Analysing and Evaluation (task) <ul style="list-style-type: none"> Explore the grading criteria for students' responses – what differentiates work across the grades Explore best practice for preparing students for top marks in the Analysis and Evaluating task whilst following JCQ regulations. Learning from last year's best marked work Sharing best practise between centres Chance to mark and compare across different structures used by centre 	1.30 – 2.30pm
Discussion: afternoon tea	2.30 – 2.45pm
Moderating / Preparing for Live Moderation <ul style="list-style-type: none"> Administrative guidelines Take part in a peer-led standardisation exercise using the assessment criteria Sharing ideas on organising an effective live moderation 	2.45 – 3.45pm

LOCATION/DATE

London

Thursday 04 July 2024

COURSE LEADER

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts.

WHO SHOULD ATTEND?

- Current teachers of AQA GCSE PE
- Prospective teachers of AQA GCSE PE
- Teachers moving over to AQA GCSE PE

BENEFITS OF ATTENDING

- Get to grips with the GCSE specification requirements of the NEA component
- Organising and timing the assessment of the practical activities
- Preparing students for the NEA with suggested strategies for delivery and assessment
- Administrative guidelines for the submission of NEA assessments
- Engage with a full range of example assessments
- Learning from examples of good and bad practice

NEW: OCR GCSE PE: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9625**

ABOUT THIS COURSE

This brand-new course for all teachers of OCR GCSE PE will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward.

Join OCR GCSE PE expert Keith Smith as he goes far beyond reviewing examiners' feedback and carries out a focused and in-depth look at the exam papers to analyse areas of challenge as well as successes. There will be opportunities to discuss the common mistakes made and ways to improve teaching methods to further support and challenge your students to achieve their best and raise grades in 2025 and beyond.

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

PROGRAMME

The Exam - Reflections and Approaches

TIME
10.00 - 10.40am

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in papers 1 and 2 and the challenges experienced by candidates
- How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations
- Reflections on the most recent mark scheme and what this means moving forward
- Starting to make a plan of action- what should we do? How should we do it?

A Focus on Paper 1

10.40 - 11.30am

- Feedback from the most recent exam: what is it essential to be aware of?

Discussion: coffee break

11.30 - 11.50am

Paper 2 Focus

11.50 - 12.40pm

- Question level analysis
- Analysing the challenging questions
- How can students demonstrate understanding? - model responses to emphasise effective exam technique
- Exploring the demands of 6- and 9-mark questions - how should students approach them?

Lunch and informal discussion

12.40 - 1.40pm

NEA Feedback

1.40 - 2.30pm

- What went well in the practical assessment?
- Analysis and key learning from the Lead moderator report
- Support learners through the moderation process
- Key learning with the written coursework
- Model examples of well written analysis and evaluation
- Tackling the biggest mistakes made by centres?

Discussion: afternoon tea

2.30 - 2.40pm

Forward Planning for Exam Success in 2025

2.40 - 3.40pm

- Embedding AOs in the lesson delivery
- Skill based teaching
- An effective coursework delivery model
- Developing exam technique to boost attainment
- Exciting ways to engage mixed ability students

LOCATION/DATE

London

Friday 05 July 2024

WHO SHOULD ATTEND?

- Teachers of OCR GCSE PE
- Heads of Department
- Academic leads for PE
- Prospective or new teachers of OCR GCSE PE

BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Tackle the challenges faced by students with exam technique
- Embed appreciation of exam performance into effective teaching and learning
- Maximise student performance in the written coursework
- Discover strategies to improve outcomes in the 2025 exams

IMPROVING OUTCOMES FOR LOWER ABILITY STUDENTS IN OCR GCSE PE

CODE **9423**

ABOUT THIS COURSE

This course will provide ideas and solutions for strengthening the performance of lower grade OCR GCSE PE student in the classroom, NEA (Non-Examined Assessment) and in their final exams.

Focus will start from where the lower ability student is at the start of the course coming in from KS3, where and how they struggle, with particular emphasis on strategies, approaches and techniques which are effective in developing the knowledge, application and performance of students.

The course includes specific session on examination preparation, tackling the extended questions, effective feedback with clear solutions offered to overcome problem areas for lower ability students.

PROGRAMME

Starting where the student is

TIME

10.00 - 10.40am

- What can you learn from students' performance in KS3?
- Identifying and addressing misconceptions with Assessment Objectives
- Significant support activities for lower ability students: where and why do they struggle with GCSE PE
- Beginning the practical assessment process
- Strategies for helping students to deal with and retain theoretical PE knowledge
- Active ideas for to maximise engagement

Exam Strategies for the less able

10.40 - 11.30am

- Review example answers on the smaller mark questions
- Securing marks on data and graphs questions
- Ensure less able students secure the AO1 and AO2 marks, using exemplar responses
- Preparing students to succeed on the 'discuss' questions
- A less able 'tool kit' to access questions focussing on AO3
- Explore models to embed exam technique into lessons

Discussion: coffee break

11.30 - 11.50am

Tackling the extended questions with low ability students

11.50 - 12.45pm

- Tackling the 6 markers and getting to grips with why students underperform
- Games and activities to promote effective revision and exam preparation
- Analysing exam feedback to improve opportunities for the less able

Lunch and informal discussion

12.45 - 1.45pm

Success in the NEA written coursework

1.45 - 2.30pm

- Best practice for coursework – techniques for improving the written element of the coursework with the less able
- Understanding the importance of personalisation
- Sharing structure and top tips to support the less able students
- How to maximise engagement in this written task
- Practice effective feedback to keep students focussed

Discussion: afternoon tea

2.30 - 2.45pm

Strategies that develop lower ability students

2.45 - 3.45pm

- Scaffolding with AO2 application and AO3 evaluation rather than just learning facts and knowledge
- Exemplar lesson strategies for the less able student – addressing how to apply and evaluate
- Developing performance in practical activities with the less able
- Boosting knowledge and application of challenging topics such as levers, planes and axes and movement analysis

LOCATION/DATE

London

Wednesday 28 February 2024

WHO SHOULD ATTEND?

- All Teachers of OCR GCSE PE
- Heads of Department / Lead teachers of OCR GCSE PE
- Teachers of GCSE PE

BENEFITS OF ATTENDING

- Review exam feedback to reveal the challenges for the lower ability student
- Gain new strategies to boost subject knowledge and understanding
- Develop support techniques to enhance performance in the practical assessment
- Obtain approaches on how to be successful with the written coursework
- Increased students' ability to track their progress and how to intervene successfully

GCSE NEW TO TEACHING OCR GCSE PE

CODE 9122

ABOUT THIS COURSE

This course offers an introduction and overview to teaching the OCR GCSE Physical Education course for anyone in their first years of teaching the course, or for anyone lacking confidence in delivering the course effectively. While assessment materials will be drawn from the OCR course, many of the teaching and learning ideas for the delivery of the theory will be applicable to other specifications.

PROGRAMME

An introduction to the specification

- An overview of the Physical Factors Affecting Performance and Socio-cultural Issues and Sports Psychology units
- The structure of each unit
- Introducing the range of question types across the three units
- Illustrations of resources and strategies to aid learning

Discussion: coffee break

Preparing students for exams

- Reading the questions and extracting the correct information
- Exemplar responses for the differing types of questions
- Common mistakes and pitfalls
- Marking student work effectively
- Student self-evaluation

Lunch and informal discussion

NEA – the practical component

- An overview of the practical activity options
- Assessing the practical activities
- The importance of off-site video footage
- The moderation process – how it works

Discussion: afternoon tea

NEA – the written assessment

- An overview of the AEP written coursework assessment
- Assessing the AEP
- Extracts from an exemplar AEP
- Effective programming and preparation for the NEA – Ensuring your students are ready

TIME

10.00 – 11.00am

11.00 – 11.15am

11.15 – 12.30pm

12.30 – 1.30pm

1.30 – 2.30pm

2.30 – 2.45pm

2.45 – 3.45pm

LOCATION/DATE

London

Monday 04 March 2024

Friday 28 June 2024

COURSE LEADER

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school.

WHO SHOULD ATTEND?

- ECT's in Physical Education
- Teachers just starting to deliver OCR GCSE PE
- Teachers lacking in confidence in teaching GCSE PE

BENEFITS OF ATTENDING

- Provide teachers of OCR GCSE Physical Education the material and confidence to teach effectively to all ability ranges
- Obtain exceptional understanding of the assessment objectives and how to teach them
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with teaching and learning ideas for multiple topics
- Understanding of how to differentiate using scaffold and stretch strategies for extended questions
- Appreciate the requirement for the Non-Examined Assessment (NEA)

AIMING FOR GRADES 7 – 9 IN OCR GCSE PHYSICAL EDUCATION

CODE 9058

ABOUT THIS COURSE

This 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 OCR GCSE PE.

PROGRAMME

	TIME
Focused deep dive on the demands of the OCR GCSE specification <ul style="list-style-type: none"> 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 Explore feedback from the most recent exam series – How did your students perform, what went well and what needs to change for 2024? Do current students know what they need to do to ensure that they achieve the maximum grades 	10.00 – 10.40am
Discussion: coffee break	10.40 – 11.00pm
Achieving Grades 7 – 9 in OCR GCSE PE: what does it involve? <ul style="list-style-type: none"> Review characteristics of Grades 7 – 9 students Grades 7, 8, and 9; what are the differences between these? Going from a 5 grade to an 9 grade A 2 year course overview with the focus on accessing the top grades Lessons learnt from the most recent examination series for able students, including on the written paper 	11.00 – 11.45am
The Written Papers: Exam Questions and Strategies to support high level students <ul style="list-style-type: none"> Identifying the range of question types on both J587/01 and J587/02; multiple choice, short structured, longer structured, data response and extended synoptic questions Problems created by not reading the question fully – examples of how marks are lost Most successful questions Least successful questions Potential 7 – 9 – candidates – maximising all the marks available Exam technique errors and how to avoid these common mistakes Extended Synoptic questions Strategies to access Level 3 in the extended questions 	11.45 – 1.00pm
Lunch and informal discussion	1.00 – 2.00pm
The NEA: Maximising NEA Outcomes to Access Top Level Marks <ul style="list-style-type: none"> How to achieve the highest grades for NEA practical Review examples of NEA at Grades 7 – 9, what top level students do Characteristics of the most successful candidates in the NEA A closer look at coursework, the pitfalls and the best practice examples Boosting students from a grade 5/6 in their coursework to a 7-9 grade whilst following the JCQ rules 	2.00 – 3.00pm
Discussion: afternoon tea	3.00 – 3.05pm
Strategies to really stretch top end students <ul style="list-style-type: none"> Discover ways to take a good PE student and make them a great PE student How to structure NEAs which allows for student autonomy. Creating opportunities to learn from peers, and using the resources available within your school. Use whole class research to reduce revision for the written papers. Be creative with student your written answers to ensure complete clarity in the exam hall 	3.405 – 3.45pm

LOCATION/DATE

London

Friday 23 February 2024

Thursday 13 June 2024

WHO SHOULD ATTEND?

- Teachers of OCR GCSE PE
- Heads of Department
- Teachers considering changing to OCR GCSE PE

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 both the practical and written elements
- Understand the assessment demands of the OCR GCSE PE specification
- Find out more about where marks are gained and lost
- Develop practical strategies for meeting the requirements of the higher bands across all components
- Increase confidence in preparing candidates to achieve Grades 7-9
- Experience interactive assessment exercises, with other delegates, to apply the assessment criteria to both practical activities and the AEP

OCR GCSE PHYSICAL EDUCATION – ACHIEVING SUCCESS IN THE NEA

CODE 9123

ABOUT THIS COURSE

In this course, you will maximise success with effective strategies for the crucial non examined assessment. Led by our highly experienced expert Diane Skelly, the course will ensure that delegates have up to date information about the NEA component, as well as offering strategies and guidance for ensuring that students are prepared and assessed accurately in all elements of the NEA component, in readiness for moderation in 2024.

PROGRAMME

Learning from 2023 to ensure accurate assessment in 2024

- Common errors across centre assessments in 2023 – lessons to be learned
- Preparation, assessment, moderation – a flow chart for accurate assessment
- Administrative guidelines for the submission of NEA assessments
- The moderation process of the NEA

Discussion: coffee break

Preparing students for practical activity assessment

- Do students know exactly how they are to be assessed in their chosen practical activities?
- How, where and when should students be assessed in their practical activities?
- Maintaining centre evidence of student performance throughout the course
- Accurate and realistic Competitive Logs to support assessment
- Applying the assessment criteria accurately to a range of activities – a standardisation exercise

Lunch and informal discussion

Preparing students for the AEP

- Common errors in preparing and assessing students in the AEP
- A strategy and timeline for preparing candidates for the AEP
- Ensuring that all elements of the AEP guidance are included

Discussion: afternoon tea

Accurate assessment of the AEP

- How to accurately match the assessment criteria to a student AEP
- Assessing a candidate response – a delegate exercise

TIME

10.00 – 11.00am

11.00 – 11.15am

11.15 – 12.30pm

12.30 – 1.30pm

1.30 – 2.30pm

2.30 – 2.45pm

2.45 – 3.45pm

LOCATION/DATE

London

Thursday 11 July 2024

WHO SHOULD ATTEND?

- Teachers who deliver either or both elements of the NEA component of the OCR GCSE PE specification
- Heads of PE

BENEFITS OF ATTENDING

- Receive up to date NEA information following on from the summer 2023 assessments
- Visit the 2023 OCR feedback from this series to improve outcomes in 2024
- Increase understanding of the assessment criteria and levels of assessment used
- Develop an understanding of the significance of internal standardisation and cross standardisation within a centre
- Experience an interactive exercise, viewing videos of practical activities and applying, through discussion, the assessment criteria for each activity
- Develop strategies for preparing candidates accurately
- Experience an interactive assessment exercise of applying the assessment criteria with other delegates

NEW: PEARSON/EDExcel GCSE PE: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9626**

ABOUT THIS COURSE

This brand-new course for all teachers of Pearson/Edexcel GCSE PE will explore how you can turn the mistakes made in previous exam series into an opportunity for positive change moving forward.

Join Pearson/Edexcel GCSE PE expert David Pryce as he goes far beyond reviewing examiners' feedback and carries out a focused and in-depth look at the exam papers to analyse areas of challenge as well as successes. There will be opportunities to discuss the common mistakes made and ways to improve teaching methods to further support and challenge your students to achieve their best and raise grades in 2025 and beyond.

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

PROGRAMME

TIME

The Exam - Reflections and Approaches

10.00 - 10.40am

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in papers 1 and 2 and the challenges experienced by candidates
- How to engage students in the content of the course, and how to maximise their focus on what brings the most reward in examinations
- Reflections on the most recent mark scheme and what this means moving forward
- Starting to make a plan of action- what should we do? How should we do it?

A Focus on Paper 1

10.40 - 11.30am

- Question level analysis
- The challenging questions - where and why students struggled
- Deep dive on the 6- and 9 - marker performance
- Marking exercise - model responses to emphasise effective exam technique

Discussion: coffee break

11.30 - 11.50am

Paper 2 Focus

11.50 - 12.40pm

- Question level analysis
- Analysing the challenging questions
- How can students demonstrate understanding? - model responses to emphasise effective exam technique
- Exploring the demands of 6- and 9-mark questions - how should students approach them?

Lunch and informal discussion

12.40 - 1.40pm

NEA Feedback

1.40 - 2.30pm

- What went well in the practical assessment?
- Analysis and key learning from the Lead moderator report
- Support learners through the moderation process
- Key learning with the written coursework
- Model examples of well written analysis and evaluation
- Tackling the biggest mistakes made by centres?

Discussion: afternoon tea

2.30 - 2.40pm

Forward Planning for Exam Success in 2025

2.40 - 3.40pm

- Embedding AOs in the lesson delivery
- Skill based teaching
- An effective coursework delivery model
- Developing exam technique to boost attainment
- Exciting ways to engage mixed ability students

LOCATION/DATE

London

Monday 08 July 2024

WHO SHOULD ATTEND?

- Teachers of Pearson/Edexcel GCSE PE
- Heads of Department
- Academic leads for PE
- Prospective or new teachers of Pearson/Edexcel GCSE PE

BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from previous examinations
- Tackle the challenges faced by students with exam technique
- Embed appreciation of exam performance into effective teaching and learning
- Maximise student performance in the written coursework
- Discover strategies to improve outcomes in the 2025 exams

GCSE NEW TO TEACHING PEARSON GCSE PE

CODE 7134

ABOUT THIS COURSE

This course is specifically targeted and designed for all teachers who are new to or have limited experience of taking students through the 9-1 Pearson Edexcel GCSE PE specification. Led by a highly experienced and nationally recognised speaker, David Pryce, the day will give delegates guidance, realistic practical advice and proven strategies on how to deliver an enjoyable and successful course.

PROGRAMME

Overview of the specification

- Key challenges and opportunities – areas to focus your teaching around
- Mapping out and structuring the course to engage all students
- Coping with the breadth of theory: teaching ideas and approaches to make sure that students maintain progress and motivation
- Understanding the assessment objectives to improve your teaching and planning
- An overview of the practical component and PEP – what you need to know when starting
- Making effective links between practical and theory – how this is crucial to your planning and students' overall success

Discussion: coffee break 10.00 - 11.00am

Component 1: Fitness and body systems

- Meeting the challenge of the new topics:
- Applied Anatomy & Physiology
 - Movement Analysis
 - Physical Training
 - Preparing all students for success on Paper 1 – the key questions which they struggle and methods to overcome this
 - Working through examples of the different question types, and how to meet their demands successfully in your teaching
 - Embedding an understanding of data so students can analyse information effectively

Lunch and informal discussion 11.15 - 12.45pm

Component 2: Health and Performance

- Planning for successful teaching in **Paper 2**
- Health, fitness and well-being – delivering the key concepts
 - Sport psychology – teaching theory through practical activities
 - Teaching approaches for Socio-cultural influences
 - How assessment is carried out for Paper 2
 - Successful strategies to support students in the extended writing question

Discussion: afternoon break 12.45 - 1.30pm

Components 3 and 4: The NEA

- **Component 3:** developing and demonstrating high level practical performance
- Using exemplar materials to ensure that you are giving students the best opportunity to succeed
- Planning for a successful moderation day
- **Component 4:** supporting students to produce a high quality PEP
- Making effective links between practical and theory – how this is crucial to your planning and their overall success

Final Top Tips

- Plenary & discussion (with afternoon tea)
- Opportunity for questions

LOCATION/DATE

London

Thursday 01 February 2024

Tuesday 25 June 2024

COURSE LEADER

David Pryce is an experienced advanced skills teacher, lecturer, examiner and moderator, and has delivered a wide range of training at conferences and CPD events. With over twenty five years' experience of classroom teaching and examining A-Level and GCSE PE, he combines a range of teaching and learning strategies with real insight into the key skills needed for examination success in PE.

WHO SHOULD ATTEND?

- All teachers new to teaching Pearson Edexcel GCSE PE
- ECTs teaching Pearson Edexcel GCSE PE for the first time
- PE teachers and other non-specialists who are teaching Pearson Edexcel GCSE PE
- Those wishing to move to Pearson Edexcel GCSE PE

BENEFITS OF ATTENDING

- Gain a clear overview of the whole course
- Gain top teaching tips and realistic practical advice based on current practice
- Take away tried and tested ideas to maximise student potential
- Gain ideas and materials to teach successfully in all 6 theory areas
- Gain a clear understanding of how to deliver Components 3 (Practical) and 4 (PEP)
- Examine exemplars of good practice to improve student examination success
- Receive prepared resources which will benefit your teaching

GCSE ACHIEVING GRADES 7 TO 9 IN PEARSON EDEXCEL GCSE

CODE 9060

ABOUT THIS COURSE

This updated and revised course for 2023-2024 will demonstrate how to guide your best students to achieve Grades 7 – 9 in future Pearson GCSE PE examinations. Led by our highly respected presenter, David Pryce, the course will demonstrate teaching and learning ideas for all components which will stretch and challenge able students and develop their higher skills. Using the most recent feedback, the course will explore what is expected of high ability students and outline ways to build your teaching practice around this.

Particular emphasis will be on stretching your most able students to produce high quality responses in both written examinations, to maximise their ability to score highly in practical assessment, and to write an analytical and evaluate PEP.

PROGRAMME

Focused deep dive on the demands of the GCSE specification 10.00 – 11.00am

- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Embed successful teaching and learning strategies to build strong foundations for the GCSE course delivery.
- Explore the Examiner’s Reports from previous exam sessions – what students need to do to ensure that they achieve the highest grades
- Responding effectively to specification changes

Discussion: coffee break 11.00 – 11.15am

Grades 7-9: what do they involve? 11.15 – 11.45am

- Key behaviours of Grade 7-9 students: what marks out a top GCSE PE student?
- What the highest achieving students can do
- What does a grade 7-9 student do differently to other students?
- Identifying the potential areas of concern which limit ‘outstanding results’

Component 1: key challenges for Grades 7 – 9 students 11.45 – 12.30pm

- Preparing your most able students for challenging topics of Paper 1
- Highlighting those areas where marks are often lost, and why.
- Question types and how to hit those extra marks
- Maximising marks on the short answer questions -: how very good students can miss out
- Teaching approaches – using practical sporting examples to support understanding of how Cardio-respiratory/Musculo-skeletal systems work together
- Teaching methods to develop student ability to write strong responses to energy systems and movement analysis questions. Use of examples
- Data questions – practical strategies to support students in answering data questions

Achieving Top Marks in the Component 1 Extended Answers 12.30 – 12.45pm

- Achieving top marks in the extended answers – what students need to do, and ways to embed this into your teaching of the GCSE.
- Exploring and analysing sample student responses meet grades 7-9.

Lunch and informal discussion 1.00 – 1.45pm

Achieving top results in Component 2 1.45 – 2.30pm

- Component 2 Assessment Objectives clarification
- How scenarios work when teaching health benefits and lifestyle choices
- Questions and question types and supporting your most able students
- Target setting and SMART goals – preparing for differentiated questions
- Mastering practice structures and guidance for higher mark questions
- Analysing Grade 7-9 responses for Component 2 extended questions

Discussion: afternoon tea 2.30 – 2.40pm

The NEA (Components 3 and 4): stretching and challenging able students 2.40 – 3.40pm

- How to achieve the highest grades for NEA practical
- Review examples of NEA at Grades 7 – 9, what top level students achieve
- Characteristics of the most successful candidates in the NEA
- A closer look at coursework, the pitfalls and the best practice examples
- Share and target all aspects of the marking criteria for successful moderation outcomes
- The key role of Initial planning to help students write analytical and evaluative PEPs to reach the highest mark bands
- Making full use of the new PEP guidance materials

LOCATION/DATE

London

Monday 04 March 2024

Monday 17 June 2024

COURSE LEADER

David Pryce is an experienced advanced skills teacher, lecturer, examiner and moderator, and has delivered a wide range of training at conferences and CPD events. With over twenty five years’ experience of classroom teaching and examining A-Level and GCSE PE, he combines a range of teaching and learning strategies with real insight into the key skills needed for examination success in PE.

WHO SHOULD ATTEND?

- Heads of Department
- Teachers of Pearson GCSE PE

BENEFITS OF ATTENDING

- Focused on identifying the demands of Grades 7 – 9 to help teachers prepare students effectively
- Gain examples of good practice for writing high quality responses
- Look in detail at the different demands of questions across all papers
- Understand how to translate the grading criteria into top practical marks
- Support students to write high quality PEPs
- Sample answers at Grades 7 – 9 will be discussed

GCSE PEARSON EDEXCEL GCSE PE: ACHIEVING SUCCESS IN THE NEA

CODE 9124

ABOUT THIS COURSE

This course will support teachers to maximise success in the Non-Examined Assessments, using effective strategies for the delivery of Components 3 and 4, worth 40% of the overall GCSE. Delegates will also improve their ability to submit accurate assessments through a close focus on exemplar materials. This course is valuable for all current or prospective teachers of Pearson Edexcel GCSE PE.

PROGRAMME

Overview, principles and aims of the assessments

10.00 - 11.00am

- Analyse the content and structure of the assessments
- The process of student selection of activities, and how best to organise your scheme of monitoring and formative assessment
- Using the practical criteria to develop target setting
- How to teach the NEA skills of analysis to ensure students can achieve high marks
- Data collection, analysis and submission of marks

Discussion: coffee break

11.00 - 11.15am

Success with Component 3 - Practical Performance

11.15 - 12.45pm

- In-depth coverage of the moderation and activity requirements: ensuring students are working to the criteria
- Practical performance – how to demonstrate skills in progressive drills and full context
- Sharing the practical criteria with students to support progress and target setting
- Engaging with example material to standardise your internal marking
- Discussing the range of practical activities – groupwork feedback
- Developing sample assessment sessions in sample activities
- Planning for successful moderations – with moderator feedback

Lunch and informal discussion

12.45 - 1.30pm

Component 4: Personal Exercise Programme

1.30 - 2.395pm

- Applying new guidelines and support material
- Considering how best to integrate the PEP into your teaching
- Explore the grading criteria – what differentiates work across the grades
- Explore best practice for selecting and applying SMART targets
- Learning from last year's best marked work

Discussion: afternoon break

2.30 - 2.45pm

Moderating

2.45 - 3.30pm

- Administrative guidelines
- Take part in standardisation exercise using the assessment criteria
- Sharing effective ideas for handling the PEP
- Action planning

LOCATION/DATE

London

Thursday 20 June 2024

WHO SHOULD ATTEND?

- Heads of Physical Education
- All teachers of Pearson GCSE Physical Education
- Teachers aiming to boost the higher achievers

BENEFITS OF ATTENDING

- Gaining a full understanding of the importance and requirements of the NEA components
- Organising timing, progress and assessment of the Component 3 practical activities
- Gaining effective strategies to support students in the writing of the Personal Exercise Programme.
- Handling the administrative requirements successfully
- Making full use of Moderators' reports and advice
- Discussing examples of good practice and common faults

CODE **9500**

ABOUT THIS COURSE

This new course is designed for all teachers of PE to reinvigorate their teaching of KS3 PE. The course will focus on exploring the unique challenges and characteristics of a vibrant curriculum that fosters a passion for PE among all students in their early secondary years. The course also will provide a range of teaching ideas, methods and approaches for KS3 PE 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 PE 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 PE?

10.00 - 10.50am

- What constitutes a rich, engaging and stimulating KS3 PE 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 PE?
- What does student progress in KS3 PE 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 - 12.00am

- 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 08 March 2024

COURSE LEADER

Will Swaithes is an experienced teacher, teacher educator and leader of teaching and learning. With nearly 20 years’ experience in education, Will became an Advanced Skills Teacher in 2006 and has been innovating curriculum design ever since. Following 4 successful years as Head of Physical Education and Achievement for Youth Sport Trust, Will now provides mentoring support for the leadership of PE in 22 schools across Nottinghamshire and operates as a consultant for Sport England to advise 10 Teaching School Alliances nationally to transform their offer.

WHO SHOULD ATTEND?

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

BENEFITS OF ATTENDING

- Develop strategies for creating a rich, varied and engaging Key Stage 3 PE 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
- Carefully consider the pathways from core to examination PE but also the reality that not all students will make that transition
- Explore common challenges facing teachers at KS3
- Achieve the right balance of breadth and depth in your KS3 programme

BIOGRAPHIES

Jackie Brookes is an experienced teacher of 16 years, with 5 years working as an AST and as a lead practitioner focussing on whole school teaching and learning. Her results at all levels are consistently above the national average. She has taught all aspects of A-Level and BTEC and specialises in active teaching and learning approaches and in physiology in which these engaging ideas allow students to grasp difficult concepts. She is fully involved in the examination and moderation process at GCSE, BTEC and A-Level with both AQA and Pearson. She is proud of her work within schools nationally to support teachers and students with the demands of the AQA GCSE and A-Level qualification.

Ross Howitt works as a Principal Moderator, Coursework Advisor and Lead Examiner for major examining boards. He has many published educational works and provides a strong, informative focus on all matters relating to academic Physical Education. He has a strong reputation for delivering focused and informative INSET courses and is a regular provider of articles and information to a number of educational periodicals. He provides educational consultancy in schools/ colleges around the country and overseas.

David Pryce is an experienced advanced skills teacher, lecturer, examiner and moderator, and has delivered a wide range of training at conferences and CPD events. With over twenty five years' experience of classroom teaching and examining A-Level and GCSE PE, he combines a range of teaching and learning strategies with real insight into the key skills needed for examination success in PE. His recent experience in initial teacher training provides valuable insight into providing meaningful educational experiences for students and pupils of all abilities.

Marcus Sharrad is the Director of Coaching & Mentoring and Head of Exercise & Sport Sciences at Marlborough College, where he has worked since 2015-16, leading the department since 2016-17. During his time as Head of Department Marcus has overseen the redevelopment of the core physical education curriculum, aligning pupil experiences with research-driven functional movement and athletic development principles. In addition, placing a heavy strategic focus on the academic credentials of sport sciences at GCSE and A-Level has seen pupil uptake double, with enhanced grade profiles to match. Marcus is an Institute of Leadership & Management qualified professional coach, which, along with Level 3 Talented Athlete Lifestyle Support (TALS) qualification, sees him work with aspiring and current elite athletes.

Diane Skelly has a wealth of experience in the delivery of examinations of Physical Education at both GCSE, AS and A-Level. She is currently employed in an Ofsted graded Outstanding Physical Education department in a large, mixed secondary school. She has over twenty years' experience in all aspects of examining and moderating with one of the major examination boards. She has a very pragmatic and structured approach to the preparation of students for formal examinations for Physical Education and her courses seek to share this approach with delegates.

Will Swaites has over 20 years' experience in education with previous roles including Advanced Skills Teacher, Specialist Leader in Education, Assistant Head for Teaching and Learning and Head of PE and Achievement for the Youth Sport Trust. Will recently completed his Masters in Educational Leadership; continues to do considerable work for YST; contributes to the PGCE PE programmes at Loughborough University, University of Buckingham and runs the Secondary PE PGCE course at Birmingham City University along with guest lectures for a number of other ITT providers; leads the Head of PE network for two Nottinghamshire Teaching School Alliances; and also does a variety of other consultancy work. Will has a strong track record of authoring/ delivering training and has also published an OCR GCSE PE textbook.

GCSE and A-Level In-School Student Revision Sessions

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

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

Benefits of bringing Keynote Educational into Your School

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

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

Find out more:

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

 online@keynote.org.uk

 **01625 532974**



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