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**SPRING 2024**

**PSYCHOLOGY**



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# AIMING FOR EXCELLENCE - LEADING AN OUTSTANDING PSYCHOLOGY DEPARTMENT

CODE **8056**

## ABOUT THIS COURSE

This course will consider what excellence in a Psychology department looks like, and the role of the Head of Psychology in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, for optimising teaching and learning, and for establishing and maintaining a position for Psychology within a school. It will conclude with an overview of what the working year of a Head of Psychology involves, and of the opportunities and challenges the job presents at various stages in its life cycle. It will offer constructive, pragmatic advice derived from Led by a Current Assistant Headteacher, former Head of Faculty for Social Science, Specialist Leader of Education and a Teaching and Research Psychologist, the course will provide detailed and accurate methods for making your department meet the latest Ofsted Inspection requirements. The day will incorporate lively discussion and question-and-answer sessions. Delegates will leave equipped with effective practical strategies and ideas.

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

## PROGRAMME

	TIME
<b>What is an outstanding Psychology department?</b>	10.00 – 11.00am
<ul style="list-style-type: none"> <li>● Reviewing the qualities and skills of an outstanding Head of Psychology</li> <li>● Why vision comes before strategy and producing an excellent vision</li> <li>● Evaluating your department and acting upon this effectively</li> <li>● Developing ways of approaching the key challenges faced by Heads of Psychology</li> </ul>	
Discussion: coffee break	11.00 – 11.10am
<b>Selective Student Recruitment</b>	11.10 – 12.00pm
<ul style="list-style-type: none"> <li>● Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college</li> <li>● Stretch and challenge without intimidation</li> <li>● Developing the department as a physical space</li> <li>● Beyond the classroom and the curriculum: educational visits and trips</li> </ul>	
<b>Leading Outstanding Teaching &amp; Learning in Psychology</b>	12.00 – 1.00pm
<ul style="list-style-type: none"> <li>● Implementing effective strategies to ensure a consistent and effective experience for all learners</li> <li>● How a Head of Psychology can model outstanding teaching and learning</li> <li>● Developing a vibrant curricula and schemes of work</li> <li>● Using a range of monitoring tools to track performance, recognise underachievement and motivate learners in order that they meet the needs of the curriculum</li> <li>● Understanding when to be restrictive and when to allow creative autonomy</li> </ul>	
Lunch and informal discussion	1.00 – 2.00pm
<b>Excellent Departmental Evaluation</b>	2.00 – 3.00pm
<ul style="list-style-type: none"> <li>● Identifying gaps in your department and creating strategies to fill these</li> <li>● Driving up improvements to enhance performance; what are the most effective techniques?</li> <li>● Achieving high expectations and sustained excellence together with powerful support to ensure the correct principles are in place to move to Outstanding</li> <li>● Strategies for maintaining the highest quality of teaching and student performance over time: analysing what is now expected of Psychology students and teachers</li> <li>● Setting Appropriate Levels of Challenge in Your Psychology Department – stretching and developing all students</li> <li>● Resource and budget management to create the conditions for Outstanding performance and updating your curriculum</li> </ul>	
Discussion: afternoon tea	3.00 – 3.10pm
<b>How it works: the Head of Psychology</b>	3.10 – 3.45pm
<ul style="list-style-type: none"> <li>● Planning ahead and finding time to do so; Managing your time and workload</li> <li>● Department Evaluation – driving up improvements to enhance performance</li> <li>● Maintaining freshness and enthusiasm: professional and intellectual development</li> <li>● Working with the SLT; the confidence to champion and compromise</li> <li>● Preparing for Inspections</li> <li>● Peaks, troughs and the long run: responding to success and failure</li> </ul>	

LOCATION/DATE

**London**

**Wednesday 20 March 2024**

**Wednesday 26 June 2024**

## COURSE LEADER

**Emma Shakespeare** is a highly experienced and innovative classroom practitioner, with over 10 years in leading departments and faculties. She is currently an assistant principal in a sixth form college, an SLE and a Chartered Teaching and Research Psychologist.

## WHO SHOULD ATTEND?

- Heads of Psychology
- Heads of Social Science
- Aspiring/Newly appointed Heads of Psychology
- Teachers with responsibility for Psychology

## BENEFITS OF ATTENDING

- Insight to what makes a Psychology department excellent, and the role of the Head of Psychology in achieving excellence
- Exploring a range of strategies for improving and maintaining high quality recruitment of students
- Obtain strategies, specific to Psychology, to lead and inspire outstanding and rich teaching and learning
- Examined the yearly workload of a Head of Psychology 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 Psychology position

# A-LEVEL PSYCHOLOGY: CREATING AN OUTSTANDING KS5 CURRICULUM

A-LEVEL

CODE 9553

## ABOUT THIS COURSE

This new course designed for all teachers of A-Level Psychology, regardless of exam board.

The course includes a detailed examination of high-quality curriculum structure, planning, programming, the journey through Years 12 and 13, and includes Key Essentials, Key Concepts, the Wider Curriculum or 'Super-Curriculum', assessment, marking, feedback, excellent study skills and habits and finally exam preparation.

The need to balance creative freedom with academic rigour will be discussed. Proven curriculum approaches to stretch and challenge able Psychology students as well as curriculum planning for the weaker or under-confident students will be explored.

The aim is to empower teachers to re-examine their current KS5 Curriculum, ultimately to improve student attainment at A-Level while at the same time maintaining consistently high standards.

## COURSE LEADER

**Emma Shakespeare** is a highly experienced and innovative classroom practitioner, with over 10 years in leading departments and faculties. She is currently an assistant principal in a sixth form college, an SLE and a Chartered Teaching and Research Psychologist.



LOCATION/DATE

London

Wednesday 07 February 2024

Wednesday 12 June 2024

## WHO SHOULD ATTEND?

- Heads of Psychology
- Heads of Social Science
- Aspiring/Newly appointed Heads of Psychology
- Teachers with responsibility for Psychology

## BENEFITS OF ATTENDING

- Gain a thorough understanding of the key essentials of curriculum design principles and processes and how to apply them effectively to create a coherent, flexible and enriched Psychology A-Level curriculum
- Take away methods to establish the key pillars and concepts from the start of the course
- Learn more about how to build disciplinary skills progressively to support your learners in the pathway to becoming psychologists
- Find out more about how to build in the wider curriculum, create a super curriculum and ensure these impact directly to enhance, broaden and deepen student learning and achievement
- Strengthen your ability to track and monitor student progress, identifying areas for improvement and intervention
- Take away innovative approaches to fuse historical, social culture context into in-depth learning
- Establish a diverse, broad curriculum, which is cohesive and flows as an active journey through Years 12 and 13

**Key Essentials: What makes a Rich and Flexible Curriculum at KS5/A-Level?**

10.00 – 10.40am

- Creating a well-planned, ambitious and relevant curriculum which is thoughtfully implemented and sequenced across Years 12 and 13.
- Ensuring the content is precisely linked to the examination specification.
- Key components of curriculum design: examining your current A-Level curriculum
- Practical ways to ensure a broad and coherent course of study which encourages, promotes and stimulates a cohesive approach
- Designing a psychology curriculum for social justice
- Does your curriculum inspire to go beyond the requirements of the examination?

Discussion: coffee break

10.40 – 11.00am

**Establishing Key Pillars and Concepts at the Start of the Course**

11.00 – 11.30am

Key Pillars – the First Six Weeks:

- Establish the power of Psychology, how this power works and why
- Identifying and rectifying gaps in essential Psychology disciplinary knowledge
- Establishing high academic standards and other achievements in Psychology
- Building in cultural diversity into your curriculum from the start
- Historical, social and cultural context – methods and approaches to incorporate into student learning from the start
- To what extent are you crossing this over into other curricular areas? Maximising the potential of co-curricular links to enhance students' broader contextual understanding

**Creating a Fresh, Innovative and Flexible Year 12 & Year 13 Curriculum**

11.30 – 1.00pm

- Implementing the full journey, integrated, cohesive curriculum map, a key point of which has fluidity, flexibility, capacity and space for inspired learning, for growth – content, skills, the 'wider' curriculum, assessment, feedback, rapid progress, study habits and skills, retrieval and recall, exam techniques and tactics into your full, enriched curriculum over the two year course
- Developing aural skills for A-Level and beyond
- Optimising understanding through practical work
- Ensuring your curriculum builds in the learning space to broaden student experiences and interests, develop imagination and foster creativity – ideas and strategies for maximising achievement
- Assessment, Marking, Feedback – setting smart targets and embedding assessment into the curriculum planning to make for rapid student progress

Lunch and informal discussion

1.00 – 2.00pm

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

2.00 – 2.45pm

- Approaches to incorporate the 'wider' curriculum into your curriculum – so that enriching experiences have a direct impact on learning and study excellent learning and high standard outcomes
- From GCSE to A-Level – what should students be able to demonstrate at the end of Year 11?
- Cultural capital; essential history and philosophy for A-Level Psychologists
- How to build wider reading into your A-Level Psychology course
- Stretching able students in higher order thinking, advancing intellectual curiosity
- Integrating the development and growth of higher order thinking, of intellectual curiosity as part of your curriculum planning
- Ways to grow thoughtful and resilient learners who enjoy learning through your curriculum
- Building in enriching experiences appropriate to widen out culture diversity, context, enhanced

Discussion: afternoon tea

2.45 – 2.55pm

**Measuring the Effectiveness of your Curriculum: Achieving High Academic**

2.55 – 3.40pm

- Using assessment data to identify key areas strengths and weaknesses to foster responsive curriculum planning
- Maintaining rigorous assessment procedures to promote rapid progress
- Effective monitoring and tracking systems to ensure the rapid progress of individual and group-wide student progress
- Incorporating effective feedback techniques into your curriculum teaching and learning cycle to accelerate student progress
- Implementing intervention strategies to extend higher order thinking in able students and to accelerate learning attainment in weaker students

**Excellent Study Skills and Habits, Exam Techniques and Tactics**

3.40 – 4.00pm

- Practical approaches to developing high quality learning and study skills and habits
- Strategies to promote the study skills and habits of successful students – lesson starters, retrieval and spacing, quality-first teaching to stretch and challenge more able students and support lower prior attainers
- Specific revision strategies for A-Level Psychology
- How to use mock exams as formative assessment
- Encouraging students to drive forward their own learning
- Working collaboratively with students on key examination skills to give them the best chance of success

CODE 9278

**ABOUT THIS COURSE**

This new practical course focuses on strategies and approaches in teaching and learning, to embed a culture of high expectations, high challenge and high achievement in A-Level Psychology.

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

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

**PROGRAMME**

	TIME
<b>The assessment demands for top grade outcomes in A-Level Psychology</b>	10.00 – 10.45am
<ul style="list-style-type: none"> <li>● What are the barriers to attaining high grades from the most recent exam?</li> <li>● What is required to achieve a top band mark and how do we get there</li> <li>● The importance of planning – how can this be completed in the exam environment?</li> </ul>	
Discussion: coffee break	10.45 – 11.00am
<b>Fresh and Innovative strategies for teaching Psychology</b>	11.00 – 11.30am
<ul style="list-style-type: none"> <li>● The benefits of a flipped learning methodology for Psychology</li> <li>● Using the Cornell method for improving retention of key information</li> <li>● Maximising deliberate practice and high order thinking time in lessons</li> </ul>	
<b>Motivating and engaging low ability students</b>	11.30 – 12.15pm
<ul style="list-style-type: none"> <li>● Understand the difference between low effort/low performance and high effort/low performance</li> <li>● Motivate low effort/low performance students by utilising alumni / careers aspirations in sport</li> <li>● Engage low effort/low performance students by actively stimulating cooperative learning strategies</li> <li>● Help high effort/low performance students improve performance by modelling the use of high impact study strategies which prioritise 'thinking hard'</li> <li>● Provide unique memorisation strategies to help low ability students retain information</li> </ul>	
<b>Strategies to promote retrieval, spacing and interleaving</b>	12.15 – 1.00pm
<ul style="list-style-type: none"> <li>● Memory platforms – lesson starters that maximise retrieval, interleaving and synoptic links</li> <li>● Memory platform examples</li> <li>● Potential synoptic links between knowledge and skill acquisition</li> <li>● Planning for interleaving, spacing and retrieval to stretch and challenge</li> <li>● Spaced practice</li> </ul>	
Lunch and informal discussion	1.00 – 2.00pm
<b>Stretching and challenging your more able students</b>	2.00 – 2.45pm
<ul style="list-style-type: none"> <li>● Coach your students on the advanced use of the Leitner System and spaced/repetition flashcard-based apps such as Anki and Quizlet</li> <li>● Encourage students to create effective study materials</li> <li>● Strategies to promote 'high order thinking skills' not 'more of the same'</li> <li>● Analysing A* responses to increase opportunities for high grades</li> </ul>	
Discussion: afternoon tea	2.45 – 2.50pm
<b>Unpicking the exam questions and developing top level AO evaluation skills</b>	2.50 – 3.20pm
<ul style="list-style-type: none"> <li>● Examples of model answers for discussion</li> <li>● How to support students in developing AO application skills</li> <li>● Examining the balance of assessment objectives</li> <li>● Using the language of the exam/grade descriptors</li> </ul>	
<b>Exam revision and technique</b>	3.20 – 3.50pm
<ul style="list-style-type: none"> <li>● Separating common content and skills mistakes</li> <li>● Applying simple but highly effective exam technique strategies to ensure high performance</li> <li>● Teaching and Learning strategies to improve AO skills</li> <li>● Memory, practice and myelin – the foundation of high achievement</li> <li>● Look into the science underpinning deliberate practice revision techniques such as dual coding and interleaving</li> </ul>	

LOCATION/DATE

**London****Tuesday 12 March 2024****Monday 01 July 2024****COURSE LEADER**

**Rosie Hussain** (MBA in Senior Leadership in Education) is a highly experienced and innovative classroom practitioner, with over 20 years in leading departments and delivering high quality T&L training. She is currently Head of Psychology as well as leading Research and development in a secondary school and sixth form college. As an AQA A-Level Examiner and member of the Chartered College of teaching she prides herself in providing high impact evidence-based practice in order to improve Teaching & learning in education.

**WHO SHOULD ATTEND?**

- Heads of Psychology
- Heads of Social Science
- All Teachers of Psychology

**BENEFITS OF ATTENDING**

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

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

CODE **9641**

## ABOUT THIS COURSE

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

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

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

## PROGRAMME

### The Exam – Reflections and Approaches

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in all 3 papers and the challenges experienced by candidates
- Deep-diving problem questions from the exam papers
- 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 embed debates in psychology; developing synoptic skills

Lunch and informal discussion

### Short Answer Headaches

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

Discussion: afternoon tea

### Moving Forward and Maximising Success in 2025 and

- 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

PROGRAMME	TIME
<b>The Exam – Reflections and Approaches</b>	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 all 3 papers and the challenges experienced by candidates	
● Deep-diving problem questions from the exam papers	
● 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 – 11.20pm
<b>Extended Question Focus</b>	11.20 – 12.20pm
● 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 embed debates in psychology; developing synoptic skills	
Lunch and informal discussion	12.20 – 1.20pm
<b>Short Answer Headaches</b>	1.20 – 2.20pm
● Dealing with data in the manner that A-Level Psychology expects	
● Working with new and innovative methods to prepare students for data demands	
● Deciphering where marks are lost	
● Working on strategies to minimise the silly mistakes	
Discussion: afternoon tea	2.20 – 2.30pm
<b>Moving Forward and Maximising Success in 2025 and</b>	2.30 – 3.30pm
● 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**

**Wednesday 19 June 2024**

## COURSE LEADER

**Rosie Hussain** (MBA in Senior Leadership in Education) is a highly experienced and innovative classroom practitioner, with over 20 years in leading departments and delivering high quality T&L training. She is currently Head of Psychology as well as leading Research and development in a secondary school and sixth form college. As an AQA A-Level Examiner and member of the Chartered College of teaching she prides herself in providing high impact evidence-based practice in order to improve Teaching & learning in education.

## WHO SHOULD ATTEND?

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

## 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: AQA A-LEVEL PSYCHOLOGY: ACHIEVING OUTSTANDING RESULTS IN PAPER 1

CODE **9642**

## ABOUT THIS COURSE

This excellent new course is designed for AQA A-Level Psychology teachers aiming to enhance their expertise in preparing students for success in Paper 1: Introductory Topics in Psychology

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 – 10.30am

- 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

### Social Influence 10.30 – 11.10am

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

Discussion: coffee break 11.10 – 11.30pm

### Memory 11.30 – 12.10pm

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

Lunch and informal discussion 12.10 – 1.10pm

### Attachment 1.10 – 1.50pm

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

### Psychopathology 1.50 – 2.30pm

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

### Ensuring Success in Extended Writing Questions 2.30 – 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 writing questions

Discussion: afternoon tea 3.10 – 3.15pm

### Effective Exam Preparation Strategies 3.15 – 3.45pm

- 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**

**Wednesday 20 March 2024**

**Monday 08 July 2024**

## WHO SHOULD ATTEND?

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

## 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 PSYCHOLOGY: ACHIEVING OUTSTANDING RESULTS IN PAPER 2

CODE 9643

## ABOUT THIS COURSE

This excellent new course is designed for AQA A-Level Psychology teachers aiming to enhance their expertise in preparing students for success in Paper 2: Psychology in Context.

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

	TIME
<b>Examining the Components of Paper 2 and Embedding Effective Pedagogy</b>	10.00 – 10.45am
<ul style="list-style-type: none"> <li>Examining the specific requirements of paper 2 – analysing the assessment objectives and their implications</li> <li>Understanding the weighting and different sections in the exam</li> <li>Identifying the key challenges in this paper and the key skills required for success</li> <li>Reviewing the most recent exam – learning from previous mistakes</li> <li>Developing smart and effective pedagogy that maximises attainment</li> </ul>	
<b>Approaches in Psychology</b>	10.45 – 11.30am
<ul style="list-style-type: none"> <li>Developing engaging teaching strategies for complex concepts in approaches in psychology</li> <li>Identifying, addressing and creating specific lesson ideas for challenging content</li> <li>How approaches in psychology is likely to be examined – the question types</li> <li>Past questions to inform your teaching</li> </ul>	
Discussion: coffee break	11.30 – 11.50pm
<b>Biopsychology</b>	11.50 – 12.35pm
<ul style="list-style-type: none"> <li>Tackling the problematic areas in biopsychology</li> <li>Building student confidence in dealing with difficult topics</li> <li>How biopsychology is likely to be examined</li> <li>Past questions to inform your teaching</li> </ul>	
Lunch and informal discussion	12.35 – 1.35pm
<b>Research Methods</b>	1.35 – 2.20pm
<ul style="list-style-type: none"> <li>Lesson ideas for research methods – integrating real-life examples and case studies for better comprehension</li> <li>Developing teaching strategies for complex concepts</li> <li>How research methods is likely to be examined</li> <li>Past questions to inform your teaching</li> </ul>	
<b>Ensuring Success in Extended Writing Questions</b>	2.20 – 3.00pm
<ul style="list-style-type: none"> <li>A look at sample responses and why they have been marked, how they have been marked</li> <li>Developing an approach to marking that enables progression of all students</li> <li>Marking task: a short, interactive session which involves marking sample responses</li> <li>Good habits when marking extended writing questions</li> </ul>	
Discussion: afternoon tea	3.00 – 3.10pm
<b>Effective Exam Preparation Strategies</b>	3.10 – 3.45pm
<ul style="list-style-type: none"> <li>Developing comprehensive revision plans for students</li> <li>Implementing formative assessment strategies throughout the course</li> <li>Exploring resources and tools for effective exam preparation</li> <li>Addressing common pitfalls and challenges in the lead-up to the exam</li> </ul>	

LOCATION/DATE

London

Tuesday 09 July 2024

## COURSE LEADER

**Harriet Ennis** is an experienced teacher with over 15 years of leading a Psychology department. She is a 'Lead Teacher' co-ordinating 'stretch and challenge' in her current school and has been an external examiner for AQA.

## WHO SHOULD ATTEND?

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

## 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

# OUTSTANDING ASSESSMENT, MARKING AND FEEDBACK IN AQA A-LEVEL PSYCHOLOGY

CODE **9554**

## ABOUT THIS COURSE

This brand-new course focuses on developing a deeper understanding of assessment in AQA A-Level Psychology and provides opportunities to explore strategies to enhance exam performance for students of all attainment levels.

The course will enable teachers to develop their understanding and skills needed to assess student responses to the different question types on AQA A-Level Psychology exam papers. The course will also emphasise those teaching and learning strategies which will best facilitate improvement in student performance with a focus on the role of assessment for learning.

## PROGRAMME

### Ensuring that you Assess Students' Work in a Reliably and Time-Effective Manner

- Understanding the different requirements and demands of the 3 exam papers
- Exploring the finer details of mark-schemes to know how marks are gained and lost
- Understanding how to use the Principal Examiner's report to help future students – avoiding common errors and following the advice
- The importance of the 'student learning outcomes' stated in the specification and the implications for teaching and learning

Discussion: coffee break

### Effective Assessment and Feedback to Students on Paper 1 Topics and Questions

- The most common student misconceptions of the paper 1 topics and how to challenge and eradicate these
- Using the AQA guidance provided in the Paper 1 reports to improve students' performance
- Recommended teaching and learning strategies for the trickiest topics in Paper 1
- Resources and assessment methods that have been found to improve students' understanding and performance in answering questions on the Paper 1 topics

### Paper 2 Topics and Questions: Enhancing Assessment and Providing Feedback to Students

- Using insights offered in the Paper 2 reports to enhance students' overall performance.
- Identifying student misconceptions related to Paper 2 topics and implementing strategies to address and eliminate these misconceptions
- Exploring teaching and learning methodologies tailored for the most challenging Paper 2 topics.
- Highlighting valuable resources and assessment approaches that have demonstrated success in enhancing students' comprehension and proficiency in addressing questions related to Paper 2 topics.

Lunch and informal discussion

### Effective assessment and feedback to students on the Paper 3 requirements

- The most difficult part of paper 3: where most of the marks are lost
- Recommended teaching and learning strategies for improving students' skills
- What were the examiners looking for in top level extended answers

Discussion: afternoon tea

### Improving students' revision and exam technique

- The most reliable revision methods for students
- Getting the most from AQA past-papers and mark-schemes
- Detailed guidance on students' examination technique and to persuade them to follow these

LOCATION/DATE

**London**

**Thursday 29 February 2024**

**Tuesday 11 June 2024**

## COURSE LEADER

**Rosie Hussain** (MBA in Senior Leadership in Education) is a highly experienced and innovative classroom practitioner, with over 20 years in leading departments and delivering high quality T&L training. She is currently Head of Psychology as well as leading Research and development in a secondary school and sixth form college. As an AQA A-Level Examiner and member of the Chartered College of teaching she prides herself in providing high impact evidence-based practice in order to improve Teaching & learning in education.

## WHO SHOULD ATTEND?

- All teachers of AQA A-Level Psychology
- Curriculum Leaders of Psychology
- Teachers who are new to teaching A-level Psychology

## BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A-Level Psychology
- Discover what examiners are looking for in all exam papers
- Improve your ability to analyse and improve student responses for the short-answer, long-answer and multiple-choice questions
- Special focus on the requirements of questions that test students' practical skills and their ability to analyse experimental data.
- How to help your students to become more self-sufficient.
- Take away strategies and approaches to maximise students' marks in the exams.

# AQA A-LEVEL PSYCHOLOGY: MAXIMISING STUDENT OUTCOMES IN THE EXAM PAPERS

CODE **9555**

## ABOUT THIS COURSE

Irrespective of how well staff prepare students for the AQA exam papers in A-Level Psychology, 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 3 exam papers and how the initial reading and dissecting of a question is key to answering in the way that the question setter intended it to be answered. Focus will start on where and how students struggle, with particular emphasis on strategies, approaches and techniques which are effective in developing their knowledge, application and performance.

There will be examples of answers from across a range of 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. Examples are taken from the AQA examination, but the course will be of benefit to all teachers of A-Level Psychology.

## PROGRAMME

### Preparing Students for A-Level Examination

TIME  
10.00 – 10.40am

- 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 and addressing misconceptions with Assessment Objectives
- Strategies for helping students to deal with and retain theoretical knowledge of Psychology

### Exploring the Different Types of Questions across the Exam Papers

10.40 – 11.20am

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

Discussion: coffee break

11.20 – 11.35am

### Extracting the Correct Information from the Questions

11.35 – 12.15pm

- 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 different units
- Strategies for selecting appropriate content and utilising effective presentation for both structured and extended questions
- How students can monitor their own exam technique in homework and assessment tasks

Lunch and informal discussion

12.15 – 1.15pm

### Strategies to Stretch and Challenge Able

1.15 – 1.55pm

- Scaffolding with AO2 application and AO3 evaluation – ensuring they facts and knowledge do not dominate a response
- Exemplar lesson strategies to challenge students' ability to apply and say why
- Review top level answers. How can these be used in the classroom to stretch and challenge

### Developing Lower Ability Students

1.55 – 2.35pm

- Significant support activities for lower ability students: where and why do they struggle with A-Level Psychology
- Exemplar lesson strategies for the less able student – addressing how to apply and evaluate.
- Supporting students in a synoptic approach to learning: picking up key marks throughout the course
- Boosting knowledge and application of challenging topics

Discussion: afternoon tea

2.35 – 2.40pm

### Effective and Rapid Feedback for All: Accurate Staff and Peer Marking

2.40 – 3.10pm

- The use of appropriate and meaningful annotation to give students the greatest amount of accurate information to help them improve their answers
- Using peer assessment activities to empower the learner with the mark scheme
- Explore interactive website, apps and technology which support the feedback process in dry yet demanding topics

### Exam Strategies for All

3.10 – 3.40pm

- Review example answers on the smaller mark questions
- Ensure less able students secure the AO1 and AO2 marks, using exemplar responses
- Preparing students to succeed on the 'discuss' questions
- Explore models to embed exam technique into lessons

LOCATION/DATE

London

Monday 05 February 2024

## COURSE LEADER

**Harriet Ennis** is an experienced teacher with over 15 years of leading a Psychology department. She is a 'Lead Teacher' co-ordinating 'stretch and challenge' in her current school and has been an external examiner for AQA.

## WHO SHOULD ATTEND?

- Heads of Psychology
- All teachers of A-Level Psychology

## BENEFITS OF ATTENDING

- Review exam feedback to Identify the main areas where students lose marks when answering exam questions
- Identify the range of question types across all three exam papers
- 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
- Gain new strategies to boost subject knowledge and understanding
- Increase students' ability to track their progress and how to intervene successfully
- Develop an understanding of accurate staff and peer marking

# A-LEVEL AIMING FOR A/A\* IN AQA A-LEVEL PSYCHOLOGY

CODE 9146

## ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve Grades A & A\* in future AQA A-level Psychology 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 psychology 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 psychology at university.

## PROGRAMME

TIME

### Challenging our most able students

10.00 – 10.45am

- 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

- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Consider the most effective models for delivery of the course to ensure effective assessment
- Feedback and grading analysis from the most recent exam. What is required for A/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 classroom
- Avoiding potential hazards: what can cost a top student their A/A\* grade?

### The key challenges for A/A\* students in Paper 3

12.00 – 1.00pm

- Embedding synopticity throughout the course to develop deep understanding of core psychological concepts
- Supporting students to write top band issues and debates essays
- Developing a personalised approach to note taking to support recall
- Applying psychology concepts to consistently write top band evaluation
- Activating prior knowledge to improve retention of paper 3 topic areas

Lunch and informal discussion

1.00 – 2.00pm

### Stretching and Challenging the most able students

2.00 – 3.00pm

- Moving on from GCSE approaches – encouraging students to become sensitive readers
- Using wider reading to prepare for exams
- The value of context – using who?/what?/when?/why? questions to push students
- What makes a strong A-Level response? How can we build up to this?
- Working up to full essay questions, and using them to stretch students
- Planning with and designing support for students aiming for top grades
- Extra-curricular ideas that help get A and A\* grades

### Tactics for achieving the highest grades

3.00 – 3.30pm

- Develop an action plan for success for students aiming for top grades
- The shorter questions: what are the potential pitfalls?
- Focus on the extended questions and essays: what does a grade A/A\* candidate need to do?
- Varying response practice to stretch the most able
- Revision ideas to help students produce high grade essays

LOCATION/DATE

London

Wednesday 13 March 2024

## COURSE LEADER

**Emma Shakespeare** is a highly experienced and innovative classroom practitioner, with over 10 years in leading departments and faculties. She is currently an assistant principal in a sixth form college, an SLE and a Chartered Teaching and Research Psychologist.

## WHO SHOULD ATTEND?

- Heads of Social Science
- Heads of Psychology
- Teachers of A-Level Psychology

## BENEFITS OF ATTENDING

- Increase awareness of what teacher should aim to achieve with the most able Psychologists
- 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 psychology 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 PSYCHOLOGY FOR THE FIRST TIME

CODE **8061**

## ABOUT THIS COURSE

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

## PROGRAMME

TIME

- **Setting firm foundations – what methods can be used to enhance performance from the start?** 10.00 – 10.30am
- Ensuring students and teachers hit the ground running in September – introducing the scheme of work and baseline assessment
- Recognising which areas will be most challenging for you and how to address these issues
- Identifying your support network and making the most of it – particularly in a small department or single teacher department.
- Ensuring topic areas which create the foundation for success – incorporating them into every lesson.

Discussion: coffee break 10.30 – 10.45am

**How to effectively teach Biopsychology** 10.45 – 12.00pm

- Planning for success, teaching methodologies and using retrieval practise to boost student performance
- Structuring the learning through tailored booklets, and use of exam questions and model answers to highlight success criteria and expected standards to students.
- Designing formative assessment and feedback through focussed starters and plenaries into your teaching
- How to use assessment, to identify success and areas for development to track student progress in relation to the AQA AO criteria
- Methodologies that boost student attainment: how to improve students by one grade, targeting top grades (A-A\*).
- Teaching Biopsychology to a mixed ability range of pupils.
- Exam questions and model answers, looking at what success looks like, and marking to the AQA specification

**Key ideas for teaching the content knowledge from Paper 1** 12.00 – 12.45pm

- Pitfalls and easy wins when teaching Social Influence, Memory, Attachment and Psychopathology
- Teaching for success; how to support students to remember key concepts and begin to apply them – interleaving and retrieval strategies
- Teaching across the ability range; how to ensure top students are challenged, while not leaving lower ability students behind.
- Lessons from the exam boards and how to implement them in the classroom

Lunch and informal discussion 12.45 – 1.45pm

**Research methods** 1.45 – 2.45pm

- Introduction to teaching research methods at A-level
- Interleaving topic or specialist focus, a discussion of how to incorporate into the curriculum and implication for how it effects teaching of other content
- Resources and examples of what works in teaching research methods, how and when to use practicals.
- Exam focus on tricky question; how to help students use and describe statistics

Discussion: afternoon tea 2.45 – 2.55pm

**Planning and structuring** 2.55 – 3.30pm

- Curriculum issues – Intent, Implementation and assessing Impact
- Milestones for success, what should students have mastered by the end of year 12
- Assessment time tables, when, what and how and how to balance this with whole school assessment schedules
- Time management – how to plan so that you can mark efficiently and effectively; use of peer assessment

**The exams – what is expected** 3.30 – 4.00pm

- Overview of all three papers by AQA, what are they looking for?
- 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

LOCATION/DATE

**London**

**Friday 26 January 2024**

**Monday 24 June 2024**

## COURSE LEADER

**Jean-Marc Lawton** has taught Psychology for over 30 years and has a long history of producing high-attaining and well-motivated students. Jean-Marc has written many best-selling books on the subject and bases his own teaching around practically based learning experiences and the development of student responses to exam-type questions. Jean-Marc has also many years experience working as an examiner in senior positions for several exam boards and so is able to impart valuable guidance on how to [and how not to] write exam answers.

## WHO SHOULD ATTEND?

- NQT's in Psychology
- Teachers just entering their second year of teaching A-Level Psychology
- Teachers lacking in confidence in the qualification may also benefit

## BENEFITS OF ATTENDING

- Provide teachers of A-level Psychology the material and confidence to teach effectively to all ability ranges
- Obtain exceptional understanding of the key challenge areas and how to teach them
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with a set of resources and scheme of work for the full 2 year course
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing

# A-LEVEL

## AQA A-LEVEL PSYCHOLOGY: HIGH IMPACT STRATEGIES TO ACCESS TOP MARKS

CODE **8062**

### ABOUT THIS COURSE

An in depth course exploring high impact strategies that raise attainment and support students to access top marks in examinations. Harriet will share ideas and accompanying materials that you can take-away and use immediately in the classroom. You will leave equipped with knowledge of the latest evidence-informed teaching, learning and assessment practice as well as feedback from the most recent exams. In addition the course includes access to a range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A and A\* grade attainment. The course will also place the students' learning in the context of the next step with suggestions of how to engage the most able by opening the door on to further studying Psychology at degree level.

### PROGRAMME

TIME

#### Key A/A\* skills: Mastery and Metacognition

10.00 – 11.15am

- Strategies to construct outstanding exam responses, looking at example A/A\* exam responses
- How to tackle the sticker exam questions and gain top marks
- Creating room for success: Training students to 'Mentally step back' and to develop 'head space' for clearer thinking under pressure
- Economic Implications and Concluding paragraphs – ditch PEEL and try 'COD' – strategies to boost efficiency. Some of the most able students often 'overwrite', these strategies will help them 'zone' in to maximise top marks, with minimum effort

Discussion: coffee break

11.15 – 11.30am

#### Key A/A\* teacher skills: Feedback and Feedforward

11.30 – 12.30pm

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

Lunch and informal discussion

12.30 – 1.30pm

#### Key A/A\* characteristics: Resilience and Wellbeing

1.30 – 2.15pm

- How to support students with high expectations from falling backwards under the pressure – new research on perfectionism and healthy striving
- Strategies to support mental health and motivation
- Strategies to build grit and resilience
- How to use practical mindfulness training to promote awareness and wellbeing, whilst teaching key concepts at the same time: practical session

#### Key A/A\* Exam Skills: Getting top marks in AO2/AO3 questions

2.15 – 2.45pm

- What does an A\* AO2/3 response look like?
- Strategies to improve application skills for essays
- What does evaluation in an A/A\* essay look like?

Discussion: afternoon tea

2.45 – 3.00pm

#### Key curriculum insights for A/A\*: Less is More strategies

3.00 – 3.45pm

- Avoiding misconceptions by re-routing student expression – including phrases to solve errors in BioPsychology and Correlation/Quasi/Experiment Evaluation
- Use of 'Threshold concepts' and 'Hinge questions' – a way to challenge top end students and mid/lower end ability simultaneously
- Teaching research methods in context for depth of understanding – preparation for ongoing research at university and into their career
- How to deal with the large content in Psychology A-Level – selectivity and re-cycling top tips for overlap key-studies that high end students can re-signpost across topics

LOCATION/DATE

**London**

**Monday 18 March 2024**

### COURSE LEADER

**Harriet Ennis** is an experienced teacher with over 15 years of leading a Psychology department. She is a 'Lead Teacher' co-ordinating 'stretch and challenge' in her current school and has been an external examiner for AQA.

### WHO SHOULD ATTEND?

- Teachers of A-Level Psychology
- Heads of Psychology/Social Science departments

### BENEFITS OF ATTENDING

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

# NEW: PEARSON EDEXCEL A-LEVEL PSYCHOLOGY: PREPARING STUDENTS FOR EXAM SUCCESS IN 2025 AND BEYOND

CODE **9644**

## ABOUT THIS COURSE

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

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

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

## PROGRAMME

### The Exam – Reflections and Approaches

- Feedback from the most recent exam: what is it essential to be aware of?
- The main factors that affect examination success in all 3 papers and the challenges experienced by candidates
- Deep-diving problem questions from the exam papers
- 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 – 11.20pm

### 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 embed debates in psychology; developing synoptic skills

11.20 – 12.20pm

Lunch and informal discussion

12.20 – 1.20pm

### Research Methods

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

1.20 – 2.20pm

Discussion: afternoon tea

2.20 – 2.30pm

### 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

2.30 – 3.30pm

LOCATION/DATE

**London**

**Wednesday 19 June 2024**

## COURSE LEADER

**Ali Abbas** is a regular speaker at Educational Conferences and has been providing INSET to schools and colleges nationally, and now internationally since 2003 and was a key speaker at the Visible Learning World Conference, Edinburgh 2019 and the Aspire Psychology Conference, Dubai 2019. Ali is a Fellow of the Chartered Institute of Educational Assessors (FCIEA) and is a published author at A level and GCSE Psychology.

## WHO SHOULD ATTEND?

- Teachers of Pearson Edexcel A-Level Psychology
- Heads of Department
- Academic leads for Psychology
- Prospective or new teachers of Pearson Edexcel A-Level Psychology

## 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: PEARSON EDEXCEL A-LEVEL PSYCHOLOGY: ACHIEVING OUTSTANDING RESULTS IN PAPER 1

CODE **9645**

## ABOUT THIS COURSE

This excellent new course is designed for Pearson Edexcel A-Level Psychology teachers aiming to enhance their expertise in preparing students for success in Paper 1: Foundations in psychology.

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
<b>Examining the Components of Paper 1 and Embedding Effective Pedagogy</b>	10.00 – 10.30am
<ul style="list-style-type: none"> <li>Examining the specific requirements of paper 1 - analysing the assessment objectives and their implications</li> <li>Understanding the weighting and different sections in the exam</li> <li>Identifying the key challenges in this paper and the key skills required for success</li> <li>Reviewing the most recent exam - learning from previous mistakes</li> <li>Developing smart and effective pedagogy that maximises attainment</li> </ul>	
<b>Social Psychology</b>	10.30 – 11.10am
<ul style="list-style-type: none"> <li>Developing engaging teaching strategies for complex concepts in social psychology</li> <li>Identifying, addressing and creating specific lesson ideas for challenging content</li> <li>How social psychology is likely to be examined - the question types</li> <li>Past questions to inform your teaching</li> </ul>	
Discussion: coffee break	11.10 – 11.30pm
<b>Cognitive Psychology</b>	11.30 – 12.10pm
<ul style="list-style-type: none"> <li>Tackling the problematic areas in cognitive psychology</li> <li>Building student confidence in dealing with difficult topics</li> <li>How cognitive psychology is likely to be examined</li> <li>Past questions to inform your teaching</li> </ul>	
Lunch and informal discussion	12.10 – 1.10pm
<b>Biological Psychology</b>	1.10 – 1.50pm
<ul style="list-style-type: none"> <li>Lesson ideas for biological psychology - integrating real-life examples and case studies for better comprehension</li> <li>Developing teaching strategies for complex concepts</li> <li>How biological psychology is likely to be examined</li> <li>Past questions to inform your teaching</li> </ul>	
<b>Learning Theories</b>	1.50 – 2.30pm
<ul style="list-style-type: none"> <li>Effective strategies to navigate tricky areas in learning theories</li> <li>Grappling with complex topics - ensure success with your cohort</li> <li>Understanding the anticipated examination structure for learning theories</li> <li>Drawing insights from past examination questions to enhance your teaching methods</li> </ul>	
<b>Ensuring Success in Extended Writing Questions</b>	2.30 – 3.10pm
<ul style="list-style-type: none"> <li>A look at sample responses and why they have been marked, how they have been marked</li> <li>Developing an approach to marking that enables progression of all students</li> <li>Marking task: a short, interactive session which involves marking sample responses</li> <li>Good habits when marking extended writing questions</li> </ul>	
Discussion: afternoon tea	3.10 – 3.15pm
<b>Effective Exam Preparation Strategies</b>	3.10 – 3.45pm
<ul style="list-style-type: none"> <li>Developing comprehensive revision plans for students</li> <li>Implementing formative assessment strategies throughout the course</li> <li>Exploring resources and tools for effective exam preparation</li> <li>Addressing common pitfalls and challenges in the lead-up to the exam</li> </ul>	

LOCATION/DATE

**London**

**Wednesday 20 March 2024**

**Monday 08 July 2024**

## COURSE LEADER

**Ali Abbas** is a regular speaker at Educational Conferences and has been providing INSET to schools and colleges nationally, and now internationally since 2003 and was a key speaker at the Visible Learning World Conference, Edinburgh 2019 and the Aspire Psychology Conference, Dubai 2019. Ali is a Fellow of the Chartered Institute of Educational Assessors (FCIEA) and is a published author at A level and GCSE Psychology.

## WHO SHOULD ATTEND?

- Experienced Pearson Edexcel A-Level Psychology teachers
- Teachers new to Pearson Edexcel A-Level Psychology
- Heads of Psychology

## 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: PEARSON EDEXCEL A-LEVEL PSYCHOLOGY: ACHIEVING OUTSTANDING RESULTS IN PAPER 2

CODE **9646**

## ABOUT THIS COURSE

This excellent new course is designed for Pearson Edexcel A-Level Psychology teachers aiming to enhance their expertise in preparing students for success in Paper 2: Applications of psychology.

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 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

	TIME
<b>Examining the Components of Paper 2 and Embedding Effective Pedagogy</b>	10.00 – 10.30am
<ul style="list-style-type: none"> <li>Examining the specific requirements of paper 2 – analysing the assessment objectives and their implications</li> <li>Understanding the weighting and different sections in the exam</li> <li>Identifying the key challenges in this paper and the key skills required for success</li> <li>Reviewing the most recent exam – learning from previous mistakes</li> <li>Developing smart and effective pedagogy that maximises attainment</li> </ul>	
<b>Clinical Psychology</b>	10.30 – 11.10am
<ul style="list-style-type: none"> <li>Developing engaging teaching strategies for complex concepts in clinical psychology</li> <li>Identifying, addressing and creating specific lesson ideas for challenging content</li> <li>How clinical psychology is likely to be examined – the question types</li> <li>Past questions to inform your teaching</li> </ul>	
Discussion: coffee break	11.10 – 11.30pm
<b>Criminological Psychology</b>	11.30 – 12.10pm
<ul style="list-style-type: none"> <li>Tackling the problematic areas in criminological psychology</li> <li>Building student confidence in dealing with difficult topics</li> <li>How criminological psychology is likely to be examined</li> <li>Past questions to inform your teaching</li> </ul>	
Lunch and informal discussion	12.10 – 1.10pm
<b>Child Psychology</b>	1.10 – 1.50pm
<ul style="list-style-type: none"> <li>Lesson ideas for child psychology – integrating real-life examples and case studies for better comprehension</li> <li>Developing teaching strategies for complex concepts</li> <li>How child psychology is likely to be examined</li> <li>Past questions to inform your teaching</li> </ul>	
<b>Health Psychology</b>	1.50 – 2.30pm
<ul style="list-style-type: none"> <li>Effective strategies to navigate tricky areas in health psychology</li> <li>Grappling with complex topics – ensure success with your cohort</li> <li>Understanding the anticipated examination structure for health psychology</li> <li>Drawing insights from past examination questions to enhance your teaching methods</li> </ul>	
<b>Ensuring Success in Extended Writing</b>	2.30 – 3.10pm
<ul style="list-style-type: none"> <li>A look at sample responses and why they have been marked, how they have been marked</li> <li>Developing an approach to marking that enables progression of all students</li> <li>Marking task: a short, interactive session which involves marking sample responses</li> <li>Good habits when marking extended writing questions</li> </ul>	
Discussion: afternoon tea	3.10 – 3.15pm
<b>Effective Exam Preparation Strategies</b>	3.10 – 3.45pm
<ul style="list-style-type: none"> <li>Developing comprehensive revision plans for students</li> <li>Implementing formative assessment strategies throughout the course</li> <li>Exploring resources and tools for effective exam preparation</li> <li>Addressing common pitfalls and challenges in the lead-up to the exam</li> </ul>	

LOCATION/DATE

**London**

**Friday 22 March 2024**

**Tuesday 09 July 2024**

## COURSE LEADER

**Ali Abbas** is a regular speaker at Educational Conferences and has been providing INSET to schools and colleges nationally, and now internationally since 2003 and was a key speaker at the Visible Learning World Conference, Edinburgh 2019 and the Aspire Psychology Conference, Dubai 2019. Ali is a Fellow of the Chartered Institute of Educational Assessors (FCIEA) and is a published author at A level and GCSE Psychology.

## WHO SHOULD ATTEND?

- Experienced Pearson Edexcel A-Level Psychology teachers
- Teachers new to Pearson Edexcel A-Level Psychology
- Heads of Psychology

## 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: PEARSON EDEXCEL A-LEVEL PSYCHOLOGY: CONFIDENT TEACHING OF MATHS AND DATA APPLICATION QUESTIONS

CODE 9666

## ABOUT THIS COURSE

This brand-new course will give you the knowledge and skills you need to confidently and expertly teach the maths content of the Edexcel Psychology A-Level course, including any application questions with data content.

Maths questions alone make up 10% of the marks in the exams, and maths-related application questions within research methods are found in plentiful supply throughout all three exam papers. You will be taken through each aspect of maths and data application questions and will be given resources to use throughout the day and also some to take with you to use in your classrooms and beyond.

Students who achieve A and A\* grades typically do well in the short answer questions, many of which are on maths and data application questions within research methods. You will learn about what the examiner is looking for in such questions and how to pass on your expertise and confidence to your students.

## COURSE LEADER

**Laura Richardson** has a BA and MA in Experimental Psychology from Oxford University. She is a Subject Leader for Psychology in a big, thriving psychology department within a large, non-selective comprehensive school. She teaches students of all abilities and has experience with students who have special needs. With 16 years' worth of psychology and maths teaching experience and as an expert examiner for Edexcel A-Level Psychology, she is passionate about sharing her knowledge and love of the subject. She has been awarded and commended for her creation of original interactive programmes, an app for her students to use and a wealth of 'how to' videos for her students.

## PROGRAMME

	TIME
<b>Master the Measures of Central Tendency and Dispersion</b>	10.00 – 11.00am
<ul style="list-style-type: none"> <li>Learn how to calculate the mean, median and mode</li> <li>Explore the strengths and weaknesses of the mean, median and mode</li> <li>Learn how to calculate the range and standard deviation</li> <li>Explore the strengths and weaknesses of the range and standard deviation</li> </ul>	
Discussion: coffee break	11.00 – 11.20pm
<b>Inferential Tests Demystified</b>	11.20 – 12.20pm
<ul style="list-style-type: none"> <li>A focus on Mann Whitney, Spearman's, Chi Squared and Wilcoxon tests</li> <li>Understand how to use the calculated values to test for significance</li> <li>Explore creative and simple ways to teach students which test to choose and how to apply this knowledge to questions for full marks</li> <li>Getting to grips with levels of measurement (nominal, ordinal, interval/ratio data) and learning about interesting ways of teaching this to your students</li> </ul>	
Lunch and informal discussion	12.20 – 1.20pm
<b>Back to Basics</b>	1.20 – 2.20pm
<ul style="list-style-type: none"> <li>Refresh your skills on ratios, fractions and percentages and put this into practice by attempting past exam questions</li> </ul>	
<b>Become a Graphs Guru</b>	2.20 – 2.50pm
<ul style="list-style-type: none"> <li>How to help students to get full marks from questions involving bar charts, histograms and scatter graphs</li> </ul>	
Discussion: afternoon tea	2.50 – 2.55pm
<b>Ace those Application Questions</b>	2.55 – 3.45pm
<ul style="list-style-type: none"> <li>Explore how students should answer questions on drawing conclusions from unseen data</li> <li>Apply the knowledge learned throughout the day on actual exam questions</li> </ul>	

LOCATION/DATE

London

Friday 28 June 2024

## WHO SHOULD ATTEND?

- Teachers of Edexcel A-Level Psychology
- Heads of Psychology departments
- Teachers who are new to teaching Psychology A-Level

## BENEFITS OF ATTENDING

- Become an expert in teaching how to conduct inferential tests (Mann Whitney, Spearman's, Chi Squared and Wilcoxon) and how to interpret the results to test for significance
- Become confident in measures of central tendency and range, both in calculation and evaluation
- Understand how the marks are allocated in maths-related research methods questions and how to get full marks in such questions
- To be able to explain levels of measurement (nominal, ordinal, interval/ratio data) and to explore interesting ways of teaching the differences between them
- Explore easy ways of helping your students to understand the reasons for choosing each inferential test, and how to apply this knowledge to a question to gain full marks
- To brush up on other maths skills needed, such as ratios, fractions and percentages
- To learn how to get full marks on questions where students are required to draw conclusions from previously unseen data
- Become a graphs guru - how to get full marks on questions involving bar charts, histograms and scatter graphs

# A-LEVEL AIMING FOR A/A\* IN PEARSON A-LEVEL PSYCHOLOGY

CODE 9279

## ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve Grades A & A\* in future Pearson A-level Psychology 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 psychology 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 psychology at university.

## PROGRAMME

### Challenging our most able students

10.00 – 10.45am

- Who are our most able students?
- Why do we have to challenge our most able students?
- Essential and desirable skills required

Discussion: coffee break

10.45 – 11.00pm

### Focus on assessment demands for A/A\* students

11.00 – 12.00pm

- Developing effective strategies for ensuring independent learning in students to help reduce dependency and avoid a culture of spoon feeding
- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Analysis of mark schemes – which sections/questions differentiated candidates?
- Avoiding potential hazards: what can cost a top student their A/A\* grade?

### The key challenges for A/A\* students in Paper 1, 2 and 3

12.00 – 1.00pm

- Embedding research methods throughout the course to access higher marks
- Developing a personalised approach to note taking to support recall
- Developing confidence levels to go beyond the textbook
- How to make nuanced judgements and reaching balanced conclusions to hit the top band
- Focusing on 'complex tasks' rather than 'difficult tasks' to achieve the A\*
- How to expand your students learning rather than just accelerate it

Lunch and informal discussion

1.00 – 2.00pm

### Stretching and Challenging the most able students

2.00 – 3.00pm

- What makes a strong A-Level response? How can we build up to this?
- Common factors and successful strategies amongst A\* / A grade students
- Effective questioning in the classroom
- Making connections to develop synoptic thinking
- Synoptic thinking at AS to help achieve the A\* at A-Level
- Extra-curricular ideas that help get A and A\* grades

Discussion: afternoon tea

3.00 – 3.10pm

### Tactics for achieving the highest grades

3.10 – 3.40pm

- Develop an action plan for success for students aiming for top grades
- The shorter questions: what are the potential pitfalls?
- Focus on the extended questions and essays: what does a grade A/A\* candidate need to do?
- Varying response practice to stretch the most able
- Revision ideas to help students produce high quality responses

LOCATION/DATE

London

Thursday 01 February 2024

## COURSE LEADER

**Ali Abbas** is a regular speaker at Educational Conferences and has been providing INSET to schools and colleges nationally, and now internationally since 2003 and was a key speaker at the Visible Learning World Conference, Edinburgh 2019 and the Aspire Psychology Conference, Dubai 2019. Ali is a Fellow of the Chartered Institute of Educational Assessors (FCIEA) and is a published author at A level and GCSE Psychology.

## WHO SHOULD ATTEND?

- Heads of Psychology
- Heads of Social Science
- Aspiring/Newly appointed Heads of Psychology
- Teachers with responsibility for Psychology

## BENEFITS OF ATTENDING

- Increase awareness of what teacher should aim to achieve with the most able Psychologists
- 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 psychology 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

# A-LEVEL PSYCHOLOGY: INCREASED RESULTS FOR LOWER PERFORMING STUDENTS

CODE **8059**

## ABOUT THIS COURSE

This course is aimed at teachers working with mixed ability and lower attaining students who are looking to maximise their potential in the upcoming A-Level Psychology exams.

The course covers a range of effective teaching and assessment strategies, monitoring, early intervention and exam technique and approaches that improve confidence, effort and achievement. The course provides a comprehensive toolkit that adds value and will help learners excel in their exam performance.

## PROGRAMME

### Effective techniques to embed subject knowledge, develop skills and assess work so that lower ability learners thrive. How to get students thinking synoptically

TIME

10.00 – 11.15am

- Implementing classroom techniques to ensure that lower ability learners understand key concepts.
- Develop effective techniques to help lower ability learners to retain knowledge, understand concepts and develop skills.
- Exploring active learning to develop skills and retain knowledge
- Lesson strategies that address difficult concepts where students experience difficulties

Discussion: coffee break

11.15 – 11.30am

### Monitoring & early intervention strategies that positively impact on student performance

11.30 – 12.30pm

- Techniques to quickly identify underperforming students and implement strategies to effectively support them.
- Using a range of monitoring tools to track performance, recognise underachievement and motivate learners.
- Explore early intervention strategies that engage learners and develop independent learning skills
- Implementing mastery tests to identify students who haven't grasped the fundamental concepts
- Driving student progress through marking and feedback.

Lunch and informal discussion

12.30 – 1.30pm

### The Exams: Practical Strategies to raise attainment levels and enhance exam performance

1.30 – 2.30pm

- Embed exam technique into your teaching to enhance the performance of lower ability students
- Explore assessment strategies to help learners identify where they need to improve and how to achieve this.
- How to effectively use feedback.
- Methods to help students understand how the exam are marked and ways to help students use this knowledge
- How to tackle questions set in both a theoretical and practical context.
- Improve your students' confidence in being able to analyse, interpret and evaluate biological information, data and ideas.

Discussion: afternoon tea

2.30 – 2.45pm

### Moving lower ability students towards mastery of practical skills

2.45 – 3.40pm

- Strategies to enable students to demonstrate these competencies consistently and routinely
- Developing and assessing the more challenging skills
- Researching, referencing and reporting – skill-building ideas to develop students' competence in using secondary sources to support planning and conclusion

LOCATION/DATE

London

Monday 04 March 2024

## COURSE LEADER

**Harriet Ennis** is an experienced teacher with over 15 years of leading a Psychology department. She is a 'Lead Teacher' co-ordinating 'stretch and challenge' in her current school and has been an external examiner for AQA.

## WHO SHOULD ATTEND?

- A-Level Psychology teachers
- Heads of Psychology
- Heads of Social Science

## BENEFITS OF ATTENDING

- Utilise techniques to quickly identify underperformance and implement effective support strategies for success in exams
- Increased understanding of how to motivate underachieving learners and improve exam performance
- How to teach challenging topics
- Techniques for tackling synoptic and data handling questions with confidence
- Develop effective teaching and learning techniques to help lower ability learners to retain knowledge and better understand concepts

CODE 9576

**ABOUT THIS COURSE**

This new course offers an introduction and overview to effectively teach GCSE Psychology. The course is ideal for all teachers starting to teach GCSE Psychology, regardless of exam board and will provide teachers with all the necessary skills that are specific to the delivery of GCSE Psychology, such as maths, research methods, neuropsychology, mental health, issues, debates, approaches, difficult theories/ studies, and exam technique focusing on how to best implement the different assessment objectives in your everyday teaching.

This course will also give details of the standards expected for student to achieve well in exams, and also detail on what examiners are looking for to award grades 7-9. Finally, the course will give a boost to teacher confidence, especially new teachers and those teaching GCSE Psychology for the first time.

**PROGRAMME**

TIME

**Overview of GCSE Psychology Structure and Highlighting Difficult Concepts** 10.00 – 10.40am

- Comprehensive overview of GCSE Psychology curriculum across exam boards, emphasizing challenging concepts and exam questions.
- Strategic approaches to introducing and teaching complex concepts, exploring integration and stand-alone methods.
- Identifying time-savers and time-stealers, which difficult concepts take the longest for understanding to develop and need to be revisited and which parts of concepts can be scaffolded or flipped

Discussion: coffee break

10.40 – 11.00pm

**Assessment Objectives and Teaching the Skills of GCSE Psychology** 11.00 – 11.45am

- Analysing the weighting of AO1/2/3 in exams, with comparisons to other subjects and levels.
- The difference in difficulty and skills required from GCSE students
- How to best teach AO1, AO2, AO3 looking at key areas eg how to be critical, elaborating on evaluative points, how to create a balanced argument in essays
- How to split lesson time to effectively cover AO skills and how to see these skills in exam questions
- How to differentiate your lessons for flip, scaffold and extend based on the AO's

**Maths and Research Methods Essential Skills in GCSE Psychology** 11.45 – 12.30pm

- The 10% maths skills that will be examined; how to embed maths in psychology, cross-curricular support, descriptive statistics focus, analysing tables/graphs and typical exam questions measuring maths skills
- Psychological terminology and how to best deliver AO1/2/3 skills in Research Methods
- Cultivating student interest in Research Methods and acing exam-style questions

Lunch and informal discussion

12.30 – 1.30pm

**Neuropsychology and How to Teach Mental Health to GCSE Psychology Students** 1.30 – 2.15pm

- Effective approaches to teaching AO1 with a focus on brain function and neurons, tied to exam techniques
- Methods to teaching AO2 and examples of go-to studies that demonstrate brain functioning and will inspire your students to what to know more along with specification studies broken down, with a focus on exam technique
- Ways to teach AO3 and link to issues, debates and approaches in psychology, with links to exam technique
- Approaches to teaching neuropsychology in fun, creative, interactive and memorable ways
- Techniques to teaching mental health (psychological problems) in a sensitive way, what to avoid and what to discuss

**Theories, Studies, Issues, Debates and Approaches in GCSE Psychology** 2.15 – 2.50pm

- How to deliver theories using AO1/2/3, how much do they need to know, how to avoid over-teaching and focusing on exam technique
- How to deliver studies using AO1/2/3, how to embed maths/research methods, how to make sample and results (numerical data) memorable and focusing on exam technique
- Teaching issues, such as Ethics
- How to teach debates, understanding both sides of the argument (AO1), using evidence to support (AO2) and how to evaluate these positions (AO3). How to structure a debate and how to use these skills in an extended essay in the exam
- Strategies to teach psychological approaches, when is best to teach these, how to find out which approach you belong to, adding meaning to theories/studies, and easy evaluation tips

Discussion: afternoon tea

2.50 – 2.55pm

**Preparing for the Exams in GCSE Psychology** 2.55 – 3.40pm

- Synthesising AO1/2/3 skills across topics and question types, optimising performance
- Rapid recall and application of key terms (AO1), contextualization (AO2), and robust evaluation (AO3).
- Methods to support students to develop answers into detailed purposeful responses; linking to the question, key terms, contextualising, critical thinking and elaborating

LOCATION/DATE

London

Friday 02 February 2024

Thursday 20 June 2024

**COURSE LEADER**

**Ali Abbas** is a regular speaker at Educational Conferences and has been providing INSET to schools and colleges nationally, and now internationally since 2003 and was a key speaker at the Visible Learning World Conference, Edinburgh 2019 and the Aspire Psychology Conference, Dubai 2019. Ali is a Fellow of the Chartered Institute of Educational Assessors (FCIEA) and is a published author at A level and GCSE Psychology.

**WHO SHOULD ATTEND?**

- New teachers and those in their first year of teaching GCSE Psychology
- Non-subject specialist teachers
- Heads of Psychology training new Psychology teachers
- Heads of Social Studies training new Psychology teachers

**BENEFITS OF ATTENDING**

- Gain a clear overview of the structure, key points, challenge areas and levels of learning required for GCSE Psychology
- Gain a range of creative, interesting teaching approaches and strategies for teaching GCSE Psychology including difficult concepts
- Take away clear understanding of the exam structure, how exams are marked, levels required, common errors to avoid
- Provide new teachers of GCSE Psychology the material, skills and confidence to teach effectively to all ability ranges
- Take away a range of activities and resources that you can implement in your teaching immediately.

# GCSE ACHIEVING GRADES 7 TO 9 IN AQA GCSE PSYCHOLOGY

CODE 9295

## ABOUT THIS COURSE

This course, updated for Spring 2023 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 Psychology.

## PROGRAMME

### Focused deep dive on the demands of the GCSE specification TIME

- Identifying the strengths and weaknesses of our own teaching practice 10.00 – 11.00am
- 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
- Exploring the Examiner's Reports from previous exam sessions - what students need to do to ensure that they achieve the highest grades

Discussion: coffee break 11.00 – 11.15pm

### Strategies to stretch top end students 11.15 – 12.30pm

- Review characteristics of Grade 7-9 GCSE Psychology 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 Psychology department to help to achieve success
- An approach to extended writing that aims for 6/6 or 9/9

Lunch and informal discussion 12.30 – 1.30pm

### Strategies to Achieve Grades 7 – 9 in Paper 1 1.30 – 2.30pm

- Exploring practical activities for teaching movement analysis with able students
- Examining strong exemplar responses
- Typical questions that may come up in Paper 1
- Structuring your essay – What examiners are looking for
- New and innovative ways to help the higher ability students to scaffold their extended answers

Discussion: afternoon tea 2.30 – 2.45pm

### Achieving in Paper 2: stretching and challenging able students for a top grade 2.45 – 3.45pm

- 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

LOCATION/DATE

London

Thursday 21 March 2024

Wednesday 03 July 2024

## COURSE LEADER

**Ali Abbas** is a regular speaker at Educational Conferences and has been providing INSET to schools and colleges nationally, and now internationally since 2003 and was a key speaker at the Visible Learning World Conference, Edinburgh 2019 and the Aspire Psychology Conference, Dubai 2019. Ali is a Fellow of the Chartered Institute of Educational Assessors (FCIEA) and is a published author at A level and GCSE Psychology.

## WHO SHOULD ATTEND?

- Heads of Psychology
- Teachers of Psychology
- 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 Psychology 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

## BIOGRAPHIES

### Ali Abbas

Ali is a regular speaker at Educational Conferences and has been providing INSET to schools and colleges nationally, and now internationally since 2003 and was a key speaker at the Visible Learning World Conference, Edinburgh 2019 and the Aspire Psychology Conference, Dubai 2019. Ali is a Fellow of the Chartered Institute of Educational Assessors (FCIEA) and is a published author at A level and GCSE Psychology. He has taught for nearly 20 years and was a Principal Examiner with 13 years' experience in writing Psychology exam papers and awarding grades for a major exam board, he was also part of the team that wrote the current A level specification.

### Catherine Eariss

Catherine is a successful teacher and leader of Psychology and Sociology, consistently achieving high value added scores. For over 9 years, she has led departments across England, transforming student experience and outcomes. She is passionate about developing teaching and learning in Psychology and Sociology, attending teacher conferences and establishing networks. Catherine currently leads a large Psychology and Sociology Department at a sixth form college in the North East of England.

### Harriet Ennis

Harriet is an experienced teacher with over 15 years of leading a Psychology department. She is a 'Lead Teacher' co-ordinating 'stretch and challenge' in her current school and has been an external examiner for AQA. She has experience of 10 years teaching master classes to students from a variety of different schools; consistently rated as excellent by students and head teachers. Last year she was given an award for public engagement in psychology by the British Psychological Society (BPS). She writes articles and blogs on psychology teaching and is also a chartered psychologist and associate fellow of the BPS.

### Wilhelmenia Etoga Ngono

Wilhelmenia has extensive experience as an examiner for one of the leading boards, and is based at a leading sixth-form college where she specialises in the Social Sciences and Pastoral Management. Wilhelmenia has extensive management experience, leading interventions within her department which have raised the attainment of the cohort year on year. She is passionate about making learning a positive and rewarding experience for young people.

### Rosie Hussain

Rosie (MBA in Senior Leadership in Education) is a highly experienced and innovative classroom practitioner, with over 20 years in leading departments and delivering high quality T&L training. She is currently Head of Psychology as well as leading Research and development in a secondary school and sixth form college. As an AQA A-Level Examiner and member of the Chartered College of teaching she prides herself in providing high impact evidence-based practice in order to improve Teaching & learning in education.

### Jean-Marc Lawton

Jean-Marc has taught Psychology for over 30 years and has a long history of producing high-attaining and well-motivated students. Jean-Marc has written many best-selling books on the subject and bases his own teaching around practically based learning experiences, such as provided by this webinar. Jean-Marc has also many years experience working as an examiner in senior positions for several exam boards and so is able to impart valuable guidance on how to [and how not to] write exam answers.

### Laura Richardson

Laura has a BA and MA in Experimental Psychology from Oxford University. She is a Subject Leader for Psychology in a big, thriving psychology department within a large, non-selective comprehensive school. She teaches students of all abilities and has experience with students who have special needs. With 16 years' worth of psychology and maths teaching experience and as an expert examiner for Edexcel A-Level Psychology, she is passionate about sharing her knowledge and love of the subject. She has been awarded and commended for her creation of original interactive programmes, an app for her students to use and a wealth of 'how to' videos for her students.

### Emma Shakespeare

Emma is a highly experienced and innovative classroom practitioner, with over 10 years in leading departments and faculties. She is currently an assistant principal in a sixth form college, an SLE and a Chartered Teaching and Research Psychologist. Emma has presented for the Association of Teaching Psychology, National Science Learning Centre and is a very popular Course Leader for Keynote. She combines her wealth of experience or both teaching and leadership with cutting edge research to deliver high quality training for educators.

# 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](mailto:online@keynote.org.uk)

 **01625 532974**



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