

Keynote
educational

AUTUMN 2020

SOCIOLOGY



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NEW: LEADING AN OUTSTANDING SOCIOLOGY DEPARTMENT

CODE 8100

ABOUT THIS COURSE

Excellent leadership can transform the experiences and outcomes of staff and students. Building a united team with consistently strong teaching, learning and assessment is fundamental in being a successful Head of Sociology. This new course examines the knowledge, tools and strategies needed to transform your department to deliver expert teaching and outstanding outcomes for your students. Delegates will review the curriculum offer in their departments and techniques to sustain excellence in Sociology resources, delivery and assessment. In response to the current pandemic, this course will examine the challenges faced by Heads of Sociology and how to close the disadvantage gap caused by the lockdown. Delegates will take away practical strategies to maximise student experience and outcomes in their own departments.

PROGRAMME

	TIME
What makes an Outstanding Head of Sociology? <ul style="list-style-type: none"> ● Reviewing the qualities and skills of Outstanding leadership ● Addressing the challenges faced by Heads of Sociology in the current pandemic: Supporting students post-lockdown, effective intervention strategies to close any gaps, strategies for accelerated learning and new teaching methods in the socially distanced classroom. ● Producing an excellent vision that is shared by the whole team ● Evaluating your department and devising a plan of action: Making effective use of examiners reports to identify specific areas for development and working collaboratively with your team to make this happen. 	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.15am
Transforming a Sociology department to deliver outstanding outcomes <ul style="list-style-type: none"> ● Review curriculum resources: Are your students drowning in content? Do resources include contemporary, up-to-date research and concepts? What kinds of resources would be best to maximise student outcomes? ● Obtain strategies to best prepare students for examination success that encourage students to take ownership of their own revision: Personalised revision plans, student-led study groups, self-assessments and reviews. ● Review delivery of the curriculum to improve memory for learning in the linear world: Effective use of interleaving and retrieval assessment. ● Assess the effectiveness of current tracking systems to monitor student progress across the department. ● Develop the student experience to enhance engagement and student outcomes. 	11.15 – 12.15pm
Running a successful Sociology department <ul style="list-style-type: none"> ● Fostering a team ethos and parity of student experience ● Strategies for establishing, maintaining and promoting high quality teaching, learning and assessment in Sociology ● Managing your Sociology team in the current pandemic: Overseeing consistent, high quality remote learning work and teaching in the socially distanced classroom. ● Supporting your team with innovative and engaging teaching ● The importance of delegating and utilising the strengths of your staff ● Using data effectively for monitoring and feedback, to lead to outstanding student outcomes ● Generate a “buzz” around Sociology through enrichment provision 	12.15 – 1.15pm
Lunch and informal discussion	1.15 – 2.15pm
Managing underperformance <ul style="list-style-type: none"> ● Strategies to re-engage demotivated teachers ● How to best support staff to become more effective teachers ● Dealing with difficult conversations 	2.15 – 3.00pm
Discussion: afternoon tea	3.00 – 3.15pm
Evaluating the impact of your leadership <ul style="list-style-type: none"> ● How to monitor the performance of staff in order to maximise student outcomes. ● Examine strategies to maintain the highest quality of teaching, learning and assessment over time – how to sustain excellence ● Analysing what exam boards expect of Sociology students to achieve the highest grades 	3.15 – 4.00pm

LOCATION/DATE

Online

Monday 19 October 2020

Online

Friday 14 November 2020

COURSE LEADER

Catherine Eariss 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.

WHO SHOULD ATTEND?

- Heads of Sociology
- Aspiring/Newly appointed Heads of Sociology
- Teachers with responsibility for Sociology

BENEFITS OF ATTENDING

- Understand the attributes of an excellent Leader in Sociology in the contexts of the present challenging educational landscape.
- Examine the challenges faced by Heads of Sociology today and develop strategies for effective leadership.
- Transform your leadership skills and expertise to maximise student outcomes in Sociology.
- Review the performance of your department and take away changes to drive up standards.
- Obtain strategies to run a successful Sociology department including improving teaching, learning and assessment, tracking student progress and managing underperformance.
- Examine ways to enhance student experience in Sociology to facilitate outstanding student outcomes.
- Evaluating the impact of your actions and decisions as a leader on staff and student performance

NEW: ASPIRING TO LEADERSHIP IN PSYCHOLOGY AND/OR SOCIOLOGY

CODE 8057

ABOUT THIS COURSE

Stepping-up to lead a Psychology and/or Sociology is an exciting opportunity. Good leadership can transform the experiences and outcomes of staff and students. Building a united team with consistently strong teaching, learning and assessment is an essential role of a Head of Department. This new course examines the specific challenges faced by leaders of Psychology and/or Sociology and the strategies needed to be a successful Head of Department. Delegates will gain an understanding of the features of an Outstanding Psychology and/or Sociology Department and take away practical strategies to set-up and run their own departments.

PROGRAMME

	TIME
Defining the role: What is middle leadership and its key challenges	10.00 – 11.00am
<ul style="list-style-type: none"> What are the challenges of leading a Psychology and/or Sociology Department? What kind of leader are you Being accountable and making others accountable What are the main duties and responsibilities as a middle leader? How to build a team ethos Tips for successful leadership 	
Discussion: coffee break	11.00 – 11.15am
Making your mark: Developing your curriculum (intent, implementation and impact)	11.15 – 12.15pm
<ul style="list-style-type: none"> Curriculum intent: Developing a vision and establishing your priorities Identifying areas for development in your new department and a plan of action to implement your changes Curriculum design: What do high quality resources look like in Psychology and/or Sociology? What order of delivery and forms of assessment would facilitate excellent student outcomes? Effective implementation through setting up robust tracking systems to monitor student progress across the department Facilitating a positive impact on student outcomes across the department: Strategies to prepare students for examination success Having an impact on student experience: Inspiring and engaging students through trips, guest speakers, student societies and use of social media. 	
Effective leadership: How to foster high expectations and deliver outstanding outcomes	12.15 – 1.15pm
<ul style="list-style-type: none"> Fostering a team and parity of student experience Strategies for establishing, maintaining and promoting high quality teaching, learning and assessment in Psychology and/or Sociology Supporting your team with innovative and engaging teaching The importance of delegating and utilising the strengths of your staff Using data effectively for monitoring and feedback, to lead to outstanding student outcomes Get a "buzz" around Psychology and/or Sociology through enrichment provision 	
Lunch and informal discussion	1.15 – 2.15pm
Sustaining Quality: Dealing with challenging issues	2.15 – 3.00pm
<ul style="list-style-type: none"> Monitoring staff performance to ensure outstanding student outcomes across the department Challenging underperformance, sustaining excellence and maintaining standards How to best support staff professional development in line with departmental needs Dealing with difficult conversations 	
Discussion: afternoon tea	3.00 – 3.10pm
Selling yourself: How to get the job!	3.10 – 3.45pm
<ul style="list-style-type: none"> How to write a winning personal statement for a Head of Psychology and/or Sociology role How to best prepare for the interview day, dos and don'ts What makes an excellent micro-teach? How to showcase your talent. What types of questions will be asked at interview? What kinds of answers will score highly? 	

LOCATION/DATE

Online

Monday 12 October 2020

Online

Friday 07 December 2020

COURSE LEADER

Catherine Eariss 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.

WHO SHOULD ATTEND?

- Teachers of Psychology
- Teachers of Sociology
- Newly appointed leaders of Psychology and/or Sociology
- Non-specialist leaders of Psychology and/or Sociology

BENEFITS OF ATTENDING

- Gain the latest understanding of what makes an Outstanding leader of Psychology and/or Sociology.
- Examine the challenges of middle leadership and develop strategies to overcome these.
- Get prepared to successfully lead a Psychology and/or Sociology department; developing a vision, strategy and building a team.
- Obtain strategies to effectively run a Psychology and/or Sociology department including improving teaching and learning, tracking student progress and managing underperformance.
- Examine ways to enhance student experience in Psychology and/or Sociology to facilitate outstanding student outcomes.
- Tips and advice on how to be successful in job applications and interviews for a Head of Department role.

NEW: AQA A LEVEL SOCIOLOGY: ATTAINING AN A AND A*

CODE 8101

ABOUT THIS COURSE

Join Annie, as she takes you through some hints and tips that will help your students maximise their grades in A level Sociology. The course will give insight into the subject content to highlight how this should be used to enable students to reach the highest grades. Additionally, there will be a focus on skills and techniques needed in assessment, you will look at what examiners are looking for in student answers and some of the common ways in which students lose marks. Throughout the course, we will be exploring how to address these issues in the context of a recovery curriculum, in response to time lost due to lockdown and any changes to the assessment process. The course will also give ideas and strategies for ways in which you can enable students to become excellent independent learners.

PROGRAMME

Review of content: what are the key elements for gaining A/A* 10.00 – 10.30am

- Key themes across all topics, where are the challenges for high grade students
 - Family & households
 - Education
 - Theory, Methods and methods in context
 - Beliefs in Society
 - Crime and deviance

Maximising exam performance: review where top marks are lost and how to avoid them 10.30 – 11.30am

- For each type of question examining skills and common mistakes. How to get full/top band marks for each type of question.
 - Short answers – guidance on how to fully explain
 - 10 mark questions – hitting the skills marks as well as the knowledge
 - Methods in context – ensuring application is fully developed to the issue
 - Essays – covering skills and developing debates

Discussion: coffee break 11.30 – 11.45am

Student responses, how to give feedback to improve grades – focus on short questions 11.45 – 12.30pm

- Candidate style answers and commentaries – what the examiner looks for in a full marks short answer
- Feedback strategies to stretch students to maximise their potential – asking questions as feedback, no mark just feedback, amending answers using mark schemes
- Peer marking and its role in improving skills – teaching students how an examiner recognises a full marks answer

Lunch and informal discussion 12.30 – 1.15pm

Student responses, how to give feedback to improve grades – focus on essays 1.15 – 2.00pm

- What does an A/A* essay look like?
- What an examiner looks for in a top band essay using exemplars
- Going beyond a template, getting students to understand what a top grade essay looks like. Effective feedback strategies, to encourage better evaluation and conclusion writing skills.
- Peer marking getting students to assess like an examiner

Encouraging independent learning for A/A* sociology students 2.00 – 3.00pm

- Challenges of the present situation and lessons for getting the most from new technologies for independent learning.
- Ideas to develop independent analysis of current issues to develop analysis and evaluation
- Moving beyond the textbook, the use of wider resources to develop knowledge and skills and how to find them
- Balancing exam technique and specification requirements whilst encouraging student engagement with sociology in the wider world and signposting to HE

Developing strategies to support success 3.00 – 3.30pm

- Reflecting on learning, how can wider skills be embedded in exam technique
- Action planning, what can you do in your classroom
- Further professional development (Organisations and societies?)
- Resources and materials available

LOCATION/DATE

Online

Thursday 22 October 2020

Online

Monday 07 December 2020

COURSE LEADER

Annie Townend has 20 years teaching experience and is currently Head of Sociology in a large, sixth form college with 300 students in the department. She has a wealth of examining experience being a former Principal Examiner for a major examinations board and member of the specification development team for Sociology.

WHO SHOULD ATTEND?

- Heads of Social Science
- Heads of Sociology
- Teachers of A level Sociology

BENEFITS OF ATTENDING

- Increased awareness of key themes and topics in the specification at the top level
- Insights into what success looks like in examinations
- Strategies for using feedback to improve student performance
- Exemplar A/A* materials
- Strategies for enabling students to become stronger independent learners

NEW: AQA A LEVEL SOCIOLOGY: RAISING ATTAINMENT FOR MIDDLE AND LOWER ABILITY STUDENTS

CODE 8102

ABOUT THIS COURSE

This course is designed for all teachers of AQA A Level sociology, to raise the attainment of lower and middle achieving students. The course will equip with you with strategies, tools and knowledge to get the most out of this group of students. There will be a focus on in class support, scaffolding independent learning and exam technique. You will leave with a number of practical ideas that can be immediately implemented with your students on your return to school or college.

PROGRAMME

	TIME
Design for success: preparing resources and content for m/l ability students <ul style="list-style-type: none"> Identifying the sticking points for middle and lower ability students Remembering content Terminology and Key Sociologists Evaluation and application skills Bridging the gap between GCSE and A level expectations Introducing note taking strategies Independent consolidation tasks Depth of knowledge required Developing a toolbox of activities which develop key skills and knowledge for the A Level Course Planning in phases and chunking knowledge 	10.00 – 11.00am
Discussion: coffee break	11.00 – 11.20am
Accessing the curriculum: Scaffolding strategies and retention of knowledge <ul style="list-style-type: none"> Chunking content – using questions as a focus for students Using Knowledge organisers to support understanding and recall Embedding retrieval practice into lessons The role of homework to reinforce learning 	11.20 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
Understanding the exam: Teaching to ensure students understand exam criteria <ul style="list-style-type: none"> Lessons from the Exam board / Examiner reports Common mistakes which prevent students from accessing top band marks Focus on the 20- and 30-mark questions: Developing a chain of reasoning and sign posting the assessment objectives to the examiner. Focus on Methods in Context: Understanding how the structure is different to other essays and how to reach the top band of marks. How to use example answers to demonstrate structure and signpost assessment objectives 	1.30 – 2.30pm
Discussion: afternoon tea	2.30 – 2.45pm
Using independent study to raise attainment <ul style="list-style-type: none"> Understanding the difference between study and revision How to embed independent study as an expectation The importance of prioritisation Structured independent study strategies Spaced revision strategies 	2.45 – 3.45pm

LOCATION/DATE

Online

Wednesday 21 October 2020

Online

Monday 30 November 2020

COURSE LEADER

Kim Constable is a teacher at Wymondham College in Norfolk, which is a state boarding school catering to a wide range of students both locally, nationally, and internationally. She trained in PSHE and Citizenship but has taught AQA A Level Sociology for over 10 years in the UK and in Europe, with 100% A* – D results under the new specification. She shares her resources as Hectic Teacher on twitter and on her website "The Hectic Teacher's A Level Sociology Support Site". She has also been providing student workshops on examination technique for the past 2 years.

WHO SHOULD ATTEND?

- Teachers of AQA A Level Sociology
- Heads of Department – Social Sciences / Sociology
- Heads of Faculty – Social Sciences

BENEFITS OF ATTENDING

- Exploring classroom activities which develop the key sociological skills and recall of knowledge.
- Develop ways to support middle and lower ability students to access the course content
- Evaluate different strategies to improve independent and self-study skills to enable students to close the gap in their own knowledge and potential attainment level
- Acquire a repertoire of activities and insights into exam techniques and ways for students to succeed in assessments
- Take away a number of resources and ideas that can be immediately implemented into your classroom practice.

NEW: BECOMING AN EXPERT A LEVEL SOCIOLOGY TEACHER

CODE 8104

ABOUT THIS COURSE

This new course is designed for experienced teachers of Sociology, looking to develop their classroom skills and maximise student outcomes. Expert teachers understand the barriers to learning, have strategies to overcome these and deliver outstanding results. To achieve this Delegates will examine the challenges faced by Sociology teachers in the current pandemic; adapting teaching methods for success in remote learning and the socially distanced classroom, and effective intervention strategies to close the disadvantage gap caused by the lockdown. Delegates will take away new research and government policy updates to use straightaway in the classroom.

This course will examine the most effective forms of assessment, feedback and intervention strategies to maximise student outcomes. Delegates will develop techniques to facilitate A/A* grades among their students, focusing on the tricky AO3 analysis skills.

PROGRAMME

	TIME
What makes an expert A Level Sociology teacher? <ul style="list-style-type: none"> What is an expert A level teacher? What are the features of an outstanding teaching and learning in Sociology? Importance of developing students' sociological imagination inside and outside the classroom Reflect upon your strengths and areas for development as a classroom practitioner 	10.00 – 10.40am
Addressing the challenges in the current pandemic <ul style="list-style-type: none"> Intervention strategies to close the disadvantage gap caused by the lockdown, Techniques for accelerated learning and new teaching methods in the socially distanced classroom. Prioritising and using independent study effectively 	10.40 – 11.00am
Discussion: coffee break	11.00 – 11.15am
Essential Foundations: Strategies for optimal content delivery <ul style="list-style-type: none"> Planning, interleaving and how to structure your teaching to maximise recall eg retrieval practice The benefits of using concise, current work booklets, exam skills booklets and revision aids that are 'pitched to the middle'. Modifying student resources for effective remote teaching and the socially distanced classroom Utilising up-to-date, contemporary examples to boost AO2 application skills: Takeaway new research, concepts and government policy updates. Resources to stretch and challenge. Enhance student engagement through a range of media: YouTube clips, podcasts, social media and news articles. Scaffolding learning for lower ability whilst developing extension and stretch strategies for those targeting A/A* 	11.15 – 12.30pm
Lunch and informal discussion	12.30 – 1.30pm
Assessment, feedback and intervention <ul style="list-style-type: none"> Methods to assess student progress in Sociology lessons Assessment for exam success: Regular timed exam questions, essay planning and deconstruction of exam questions. Effective use of modelling and scaffolding exam questions. Importance of self and peer assessment of exam questions to boost student confidence and familiarity with mark schemes. Active feedback: 'close the gap' tasks, comparing work to model answers and target setting Intervention that empowers students to address their own areas for development: 1-to-1 target setting, personalised revision plans and student-led study groups. 	1.30 – 2.30pm
Discussion: afternoon tea	2.30 – 2.40pm
Supporting students in achieving A/A* grades <ul style="list-style-type: none"> What are examiners' looking for in A/A* answers? Strategies to develop the tricky AO3 skills of analysis Student-led AO3 evaluation activities Following the 3-steps to revision success 	2.40 – 3.40pm
Student experience <ul style="list-style-type: none"> Develop students' sociological imagination through enrichment e.g. trips, guest speakers and student societies. Home-based enrichment in the current pandemic: Takeaway suggestions of sociological films, documentaries, books, podcasts and social media platforms. Promoting Sociology in your school or college 	3.40 – 4.00pm

LOCATION/DATE

Online

Monday 05 October 2020

Online

Friday 27 November 2020

COURSE LEADER

Catherine Eariss 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.

WHO SHOULD ATTEND?

- Teachers of Sociology
- Heads of Sociology

BENEFITS OF ATTENDING

- Gain the latest understanding of the features of Outstanding teaching and learning in Sociology.
- Address the challenges faced by Sociology teachers in the current pandemic: Strategies to enhance student engagement and progress in remote learning and socially distanced classrooms.
- Take away new research and government policy updates to boost your students' AO2 application marks.
- Examine methods to assess student progress in lessons.
- Effective assessment and feedback strategies to promote Outstanding student progress.
- Develop students' sociological imagination through enrichment.
- Strategies to support students in achieving A/A* grades
- Know how to support your students in the tricky AO3 analysis skills

NEW: TEACHING A LEVEL SOCIOLOGY EFFECTIVELY: A COMPLETE GUIDE FOR NEWER TEACHERS

CODE 8105

ABOUT THIS COURSE

This course is designed for teachers who are new to teaching AQA A Level sociology, be they new to teaching or a non-specialist just picking up sociology for the first time. This course will focus on the mandatory topics of Theory and Methods, Education and Crime and Deviance, exploring strategies on how to deliver the content, what to emphasise, how to prepare students for required standards and being clear on how to raise student attainment.

PROGRAMME

Introduction to A Level Sociology and the challenges it poses 10.00 – 10.45am

- Hitting the ground running in September – Introducing Sociology to new students who have never done it before.
- Planning your program; sequencing your programme of study key elements to consider
- Auditing your own knowledge to identify your own gaps and how to address them, links to resources and support

Discussion: coffee break 10.45 – 11.00am

Teaching strategies for the core topics 11.00 – 12.30pm

Run through key challenges and strategies to overcome them, including how to balance your time and focus on.

- Theory and Methods
 - Postmodernism
 - Sociology as a science
 - Social Action Theories / Interactionism
- Education
 - Education Policies
 - Ethnicity and Educational Achievement.
- Crime and Deviance
 - Ethnicity and Crime
 - Globalisation and Crime
- Developing a tool kit of tasks and activities to support learning and develop key skills that can be implemented immediately.

Lunch and informal discussion 12.30 – 1.30pm

Understanding the examination and what is required 1.30 – 2.30pm

- Understanding the mark schemes.
- What lessons can we learn from the Exam board / Examiner reports.
- Common mistakes that students make and how to address them.
- Focus on the 20- and 30-mark questions, specifically how to plan them and sign post the assessment objectives to the examiner.
- Breaking down and scaffolding the Methods in context question.
- How to use example answers to demonstrate structure and signpost assessment objectives

Discussion: afternoon tea 2.30 – 2.45pm

Assessment and Feedback to support students and manage workload 2.45 – 3.45pm

- Planning your assessments and the use of retrieval quizzes and knowledge tests.
- Marking systems to manage workload.
- Feedback systems that focus on improvement rather than grades.
- Effective use of peer/self assessment.

LOCATION/DATE

Online

Monday 19 October 2020

Online

Monday 16 November 2020

COURSE LEADER

Kim Constable is a teacher at Wymondham College in Norfolk, which is a state boarding school catering to a wide range of students both locally, nationally, and internationally. She trained in PSHE and Citizenship but has taught AQA A Level Sociology for over 10 years in the UK and in Europe, with 100% A* – D results under the new specification. She shares her resources as Hectic Teacher on twitter and on her website “The Hectic Teacher’s A Level Sociology Support Site”. She has also been providing student workshops on examination technique for the past 2 years.

WHO SHOULD ATTEND?

- Teachers preparing or in first years of teaching AQA A Level Sociology
- Teachers of other subjects who are new to teaching AQA A Level Sociology

BENEFITS OF ATTENDING

- Provide teachers of AQA A Level Sociology the materials and confidence to teach the course to the appropriate level.
- Explore planning strategies and breaking down the content.
- Develop and explore teaching and learning strategies to use in the classroom.
- Gain insight into the rigors of the examination and what is required to reach high grades.
- Develop strategies for assessment and effective feedback to manage workload.

TEACHER WEBINAR

NEW: MAXIMISING STUDENT PROGRESS IN REMOTE LEARNING OF A LEVEL SOCIOLOGY

FOCUS

This up to the minute new webinar addresses the challenges faced today by teachers of A level Sociology in the current pandemic. Delegates will consider how best to adapt their curriculum delivery, assessment and feedback to maximise student progress. Delegates will take away strategies to inspire and motivate their students in remote independent learning.

PROGRAMME

	TIME
Welcome and Introduction	4.30 - 4.35pm
Identifying the challenges	4.35 - 4.45pm
<ul style="list-style-type: none"> ● Reflect upon the specific challenges faced by teachers of Sociology ● Q&A addressing barriers to student progress in remote learning 	
Adapting curriculum delivery, resources and course materials	4.45 - 5.10pm
<ul style="list-style-type: none"> ● Updating delivery: Which topics and skills should be prioritised? What format should work take? ● Quality over quantity: Reducing student workload and changing the way students learn to maximise engagement ● Modifying student resources: The benefits of using concise, current work booklets, exam skills booklets and revision aids that are 'pitched to the middle' ● Prioritising and using independent study effectively: Utilising opportunities for student research and development of AO2 skills 	
Assessment and feedback	5.10 - 5.35pm
<ul style="list-style-type: none"> ● Time-saving methods to effectively monitor student progress remotely ● Effective use of modelling, scaffolding and self-assessment of exam questions ● Sustaining active feedback: 'close the gap' tasks, comparing work to model answers and target setting ● Maintaining assessment for exam success: Essay planning and deconstruction of exam questions ● Formal assessment and answering exam questions under timed conditions remotely 	
Student engagement	5.35 - 5.45pm
<ul style="list-style-type: none"> ● Effective use of media to inspire and motivate: YouTube clips, podcasts, social media and news articles. ● Maintaining enrichment opportunities from home ● How best to maintain professional teacher-student relationships 	
Questions and finish	5.45 - 6.00pm

WHY SHOULD YOU BOOK A TEACHER WEBINAR?

- ✓ **Get focused feedback** on the most important areas for improvement for 2020
- ✓ **Take away new approaches** to tackling specific challenging topics that take a different angle
- ✓ **Gain new techniques** for enhancing the performance of specific groups of students
- ✓ **Led by current examiners and academic experts**, giving the best possible advice
- ✓ **Interact and ask questions directly** to the examiner expert leading the webinar

DATE

Thursday 08 October 2020

WEBINAR LEADER

Catherine Eariss 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.

FOCUS POINTS

- Address the challenges faced by Sociology teachers in the current pandemic: Strategies to enhance student engagement and progress in remote learning.
- Quality over quantity: Reducing student workload whilst sustaining progress.
- Modifying student resources and course materials to facilitate access and progress of all students.
- Take away time-saving methods to effectively monitor and assess student progress remotely.
- Strategies to inspire and motivate students in their learning at home.

TEACHER WEBINAR

NEW: INSIGHTS INTO TEACHING THEORIES AND PERSPECTIVES IN A LEVEL SOCIOLOGY

FOCUS

Strategies to enable teachers to reinforce the knowledge and understanding of theories throughout the A level Sociology programme. Strategies to support students build confidence in their knowledge of theoretical perspectives and how to use them evaluatively. Advice on guidance on theory and methods questions on Paper 1 and paper 3 from an examiners perspective.

PROGRAMME

Welcome and Introduction

TIME

4.00 - 4.05pm

Outline of the key perspectives in Sociology – priorities and emphasis

4.05 - 4.15pm

- Clear summaries of the main features of each perspective
- Key terms that should be introduced when discussing each perspective
- How each perspective can be applied to substantive topics

Delivering perspectives through substantive topics

4.15 - 4.35pm

- Start with the basics – Theories as ways of seeing the world. Theories in everyday life. What are the key theoretical debates? How do different sociologists view the world differently
- Application to enable understanding
- Focusing on the perspective – Strategies to enable students to use existing knowledge of substantive topics to understand the key theoretical perspectives and debates
- Scaffolding learning to develop deeper understanding – Strategies to encourage students to use their knowledge of perspectives to analyse social issues and debates – taking theoretical debate to wider society.

How to prepare students for theory & methods questions

4.35 - 4.55pm

- How to include material from substantive topics – what will get marks in a Theory & methods question.
- Using scaffolded learning to develop theoretical skills – building skills of theoretical analysis using material from substantive topics. Explaining more fully for higher marks.
- Key themes and questions in exams – what will the exam questions look like and how to get the top marks
- Developing evaluation in perspectives questions – Strategies to encourage theoretical evaluation in Theory & methods essays

Plenary

4.55 - 5.00pm

- Overview of content
- Questions

DATE

Wednesday 21 October 2020

WEBINAR LEADER

Annie Townend has 20 years teaching experience and is currently Head of Sociology in a large, sixth form college with 300 students in the department. She has a wealth of examining experience being a former Principal Examiner for a major examinations board and member of the specification development team for Sociology.

FOCUS POINTS

- Outline of the main perspectives in sociology – understanding what students need to know
- Strategies for delivering perspectives within substantive topics to build confidence in the use of perspectives
- Advice and guidance on preparing students for theory and methods questions

WHY SHOULD YOU BOOK A TEACHER WEBINAR?

- ✓ **Get focused feedback** on the most important areas for improvement for 2020
- ✓ **Take away new approaches** to tackling specific challenging topics that take a different angle
- ✓ **Gain new techniques** for enhancing the performance of specific groups of students
- ✓ **Led by current examiners and academic experts**, giving the best possible advice
- ✓ **Interact and ask questions directly** to the examiner expert leading the webinar

TEACHER WEBINAR

NEW: AQA A-LEVEL SOCIOLOGY: BECOMING AN EXPERT IN THE TEACHING OF EDUCATION POLICIES

FOCUS

Strategies to enable teachers to reinforce the knowledge and understanding of theories throughout the A level Sociology programme. Strategies to support students build confidence in their knowledge of theoretical perspectives and how to use them evaluatively. Advice on guidance on theory and methods questions on Paper 1 and paper 3 from an examiners perspective.

PROGRAMME

PROGRAMME	TIME
Welcome and Introduction	4.00 - 4.05pm
Practical classroom activities relating to Education policy	4.05 - 4.30pm
<ul style="list-style-type: none"> ● Reviewing challenging past exam questions on this topic, and dissecting them Exploring activities to use to help students tackle these questions, Curriculum spacing for recall and revision?	
Tackling short exam questions	4.30 - 4.50pm
<ul style="list-style-type: none"> ● Teaching students strategies to maximise marks – Scaffolding for students, and frameworks to support eg PELE Understanding the difficult 10 mark questions which require combining knowledge from more than one topic area Feedback and student self evaluation	
Teaching students to write successful Educational policy essays	4.50 - 5.20pm
<ul style="list-style-type: none"> ● A look at past questions and how to answer them Reviewing exemplar answers to see how to meet the Assessment Objectives Tips on how to get students to unpick questions correctly Guidance on planning and teaching time management	
Final tips and questions	5.20 - 5.30pm

DATE

Tuesday 24 November 2020
Tuesday 19 January 2021

WEBINAR LEADER

David Morris is an experienced Sociology teacher with 12 years classroom teaching experience. He also has worked as an examiner for 8 years, with 4 years in a Senior Examiner role. He teaches at a 6th Form College recently graded as 'Outstanding' by Ofsted, with Sociology being one of the focus areas during inspection.

FOCUS POINTS

- You will be given examples of practical examples of activities to do with students which will improve their knowledge of research methods and aid them in answering exam questions.
- You will be given strategies to ensure your students can write essays which cover the three assessment objectives to get into the top mark bands.
- You will gain knowledge of good exam technique in the shorter exam questions (4, 6 & 10 mark questions) in order to maximise overall marks.

WHY SHOULD YOU BOOK A TEACHER WEBINAR?

- ✓ **Get focused feedback** on the most important areas for improvement for 2020
- ✓ **Take away new approaches** to tackling specific challenging topics that take a different angle
- ✓ **Gain new techniques** for enhancing the performance of specific groups of students
- ✓ **Led by current examiners and academic experts**, giving the best possible advice
- ✓ **Interact and ask questions directly** to the examiner expert leading the webinar

STUDENT WEBINAR

NEW: AN INTRODUCTION TO A LEVEL SOCIOLOGY

FOCUS

This webinar is to support you in helping your students understand the broad subject of Sociology and can be a useful complement to your own more in depth introduction to the subject. Led by an expert Sociology teacher and examiner it pulls together the core ideas, and ensures all your Sociology students have the same quality of introduction to the subject. Starting with what we mean by society and how we might study it, students will then look at what the impact of society is for individuals. Are we shaped by our society or do we have a role in shaping it?

PROGRAMME

	TIME
Welcome and Introduction	4.00 - 4.05pm
What is society and how might we study it	4.05 - 4.15pm
<ul style="list-style-type: none"> ● What does society look like? ● What do we study when learning about society? ● How do sociologists study society? 	
Key ideas in sociology	4.15 - 4.35pm
<ul style="list-style-type: none"> ● Understanding key terms: culture, norms and values ● How can we understand our own culture, norms and values? ● How do we learn to be a member of society? 	
Different views on how society work	4.35 - 4.55pm
<ul style="list-style-type: none"> ● Does society make us or do we make society? ● Does everyone in society have the same ideas? ● What differences exist and what effects do these have on society and the individual? 	
Plenary	4.55 - 5.00pm
<ul style="list-style-type: none"> ● Overview of content ● Questions 	

DATE

Tuesday 09 September 2020

WEBINAR LEADER

Annie Townend has 20 years teaching experience and is currently Head of Sociology in a large, sixth form college with 300 students in the department. She has a wealth of examining experience being a former Principal Examiner for a major examinations board and member of the specification development team for Sociology.

FOCUS POINTS

- Students will learn what society is and how it can be studied.
- Students will look at key ideas in sociology and how individuals learn to be members of a society
- Student will consider different views of the link between an individual and their society

WHY SHOULD YOU BOOK A STUDENT WEBINAR?

- ✓ Give your students the edge to find out directly from examiners how to maximise their achievement potential
- ✓ Consolidate and deepen key knowledge essentials
- ✓ Listen to and discuss exemplar work
- ✓ Find out more about the key challenges and what the examiner is looking for in top quality work

STUDENT WEBINAR

NEW: BRIDGING THE GAP IN A-LEVEL SOCIOLOGY: EDUCATION POLICIES

FOCUS

This Education policies webinar is aimed at giving students the confidence in the challenging parts of the Education unit, and to give advice on how to answer short-answer and essay questions on this topic.

PROGRAMME

Welcome and Introduction

TIME

4.00 - 4.05pm

Understanding the aims and impacts of educational policies

4.05 - 4.25pm

- The aims of educational policies- what are they hoping to achieve?
- The impact of educational policies- how have they affected students?
- The impact of globalisation on education- examples

Tackling short exam questions

4.25 - 4.35pm

- How to 'unpick' questions so you write about the correct things, such as knowing which policies link to marketisation and the impact of educational policies on social class differences in achievement,
- How to avoid writing too much or too little in your answers- students often fail to explain how certain policies relate to specific policy aims, or write too much detail about how a policy impacted a certain group in education.
- How these questions are marked

Writing successful policy essays

4.35 - 4.55pm

- How to structure your essays to get into the top mark band using the PELE format- a systematic way of setting out paragraphs to make sure you cover all three assessment objectives in each paragraph.
- A look at past essay questions on Education policies: what they were about and how to answer them
- How to avoid common pitfalls

Final tips and Questions

4.55pm

DATE

Thursday 24 September 2020

WEBINAR LEADER

David Morris is an experienced Sociology teacher with 12 years classroom teaching experience. He also has worked as an examiner for 8 years, with 4 years in a Senior Examiner role. He teaches at a 6th Form College recently graded as 'Outstanding' by Ofsted, with Sociology being one of the focus areas during inspection.

FOCUS POINTS

- Students will gain strategies for tackling difficult exam questions with expert guidance from David Morris, a Sociology teacher with 8 years' experience of examining.
- Students will learn how to categorise educational policies by their aims and impacts and how these may relate to exam questions.
- Students will gain a deeper understanding of some of the more difficult parts of the Education policies topic, such as the impact of globalisation of education.
- This webinar will help develop students' evaluation skills to aim for the top mark bands in their essays.

WHY SHOULD YOU BOOK A STUDENT WEBINAR?

- ✓ Give your students the edge to find out directly from examiners how to maximise their achievement potential
- ✓ Consolidate and deepen key knowledge essentials
- ✓ Listen to and discuss exemplar work
- ✓ Find out more about the key challenges and what the examiner is looking for in top quality work

STUDENT WEBINAR

NEW: BRIDGE THE GAP STUDENT WEBINAR: THEORIES AND PERSPECTIVES IN A LEVEL SOCIOLOGY

FOCUS

This webinar is designed to help students tackle learning theoretical perspectives in sociology and using them confidently in their answers. Delivered by an expert Sociology teacher and examiner, to complement and support your own teaching. The webinar consolidates existing knowledge whilst looking forward to how it is examined. It offers advice on what students need to know and how they can build up their learning of theoretical perspectives as they study the topics. It also offers advice on using material from other topics to answer theory and methods questions on paper 1 and paper 3. This webinar can act as a useful reference point for future teaching and revision and has a complimentary teacher webinar earlier in the year.

PROGRAMME

	TIME
Welcome and Introduction	4.00 - 4.05pm
Outline of the key perspectives in Sociology – what do you need to know	4.05 - 4.15pm
<ul style="list-style-type: none"> ● Functionalism ● Marxism ● Feminism ● Social Action theory ● Postmodernism ● Clear summaries of the main features of each perspective ● Key terms that should be introduced when discussing each perspective ● How each perspective can be applied to substantive topics 	
Learning perspectives through substantive topics	4.15 - 4.35pm
<ul style="list-style-type: none"> ● Start with the basics ● Application to enable understanding ● Focusing on the perspective ● Using your knowledge and understanding to develop deeper understanding ● Theories as ways of seeing the world. Theories in everyday life. What are the key theoretical debates? How do different sociologists view the world differently? ● Using the topics to highlight key features of sociological perspectives ● How to use knowledge from substantive topics e.g. education or the family, to understand the key theoretical debates ● Strategies to encourage students to use their knowledge of perspectives to analyse social issues and debates – taking theoretical debate to wider society 	
Preparing for theory & methods questions	4.35 - 4.55pm
<ul style="list-style-type: none"> ● How to include material from substantive topics ● How to develop theoretical skills ● Key themes and questions in exams ● Developing evaluation in perspectives questions ● How to use theoretical knowledge of substantive topics in Theory & methods answers – what to include and how to include it. ● What will the questions look like? ● How to show evaluation and theoretical debate in your answers. ● How to get top band marks. 	
Final tips and Questions	4.55 - 5.00pm
<ul style="list-style-type: none"> ● Overview of content ● Questions 	

DATE

Tuesday 10 November 2020

WEBINAR LEADER

Annie Townend has 20 years teaching experience and is currently Head of Sociology in a large, sixth form college with 300 students in the department. She has a wealth of examining experience being a former Principal Examiner for a major examinations board and member of the specification development team for Sociology.

FOCUS POINTS

- Outline of the main perspectives in sociology – understanding what students need to know to maximise their grades
- Offer strategies for learning and understanding perspectives within substantive topics to build confidence in the use of perspectives
- Advice and guidance on answering theory and methods questions on paper 1 and paper 3

STUDENT WEBINAR

NEW: A LEVEL SOCIOLOGY – EXAM SKILLS – HOW TO IMPRESS SOMEONE YOU WILL NEVER MEET

FOCUS

The purpose of this 60 minute webinar is to discuss and assist your students with the vital skills they will need to apply to achieve exam success. It is applicable to all A Level Sociology exam boards and all levels of teaching, whether you are an NQT or just wish to refresh your existing teaching skills.

In this session, Ian will show how to successfully plan an essay under timed conditions, decode exam-style questions and outline a number of practical exam skills regardless of the students predicted ability to maximise their chances of success. The session will conclude with an interactive revision technique that can be used in the classroom as an ice-breaking activity.

PROGRAMME

	TIME
Welcome and Introduction	4.00 - 4.05pm
What are the examiners looking for?	4.05 - 4.20pm
<ul style="list-style-type: none"> ● What are the “trigger words” examiners like to use in every question? ● What do the verbs “evaluate, discuss and analyse” actually mean and how will that affect the student’s response? ● Practical examples discussed 	
Getting back to basics	4.20 - 4.35pm
<ul style="list-style-type: none"> ● The dos and don’ts of the exam – a simple guide to maximising exam success ● How to effectively use an item by playing the “name game” with a practical example 	
Tackling the essay	4.35 - 4.50pm
<ul style="list-style-type: none"> ● Using the “triangle” method and the “rule of five” to plan an essay with an example ● Using the P.E.R.C.Y. approach Improve your essay structure with linking sentences	
Revision & Summary	4.50 - 5.00pm
<ul style="list-style-type: none"> ● How to revise effectively ● Interactive revision techniques with practical examples ● Q and A time 	

DATE

Tuesday 13 October 2020

WEBINAR LEADER

Ian Luckhurst is the Course Leader for A Level Sociology at a very successful college in the South West of England. With over 25 years of teaching experience, he has delivered a number of revision webinars and conferences as well as publishing a number of articles in relevant A Level Sociology journals.

FOCUS POINTS

By the end of this session, students will be able to:

- Confidently tackle different types of questions, ranging from short answer questions to more lengthy essay style responses.
- Apply sociological concepts and examples to successfully maximise their awarded marks and target higher grades.
- Structure an essay under timed conditions using the “triangle” method and apply the “name game” approach while reading the items in the exam paper.
- Make effective use of interactive revision strategies.

WHY SHOULD YOU BOOK A STUDENT WEBINAR?

- ✓ Give your students the edge to find out directly from examiners how to maximise their achievement potential
- ✓ Consolidate and deepen key knowledge essentials
- ✓ Listen to and discuss exemplar work
- ✓ Find out more about the key challenges and what the examiner is looking for in top quality work

BIOGRAPHIES

Kim Constable

Kim is a teacher at Wymondham College in Norfolk, which is a state boarding school catering to a wide range of students both locally, nationally, and internationally. She trained in PSHE and Citizenship but has taught AQA A Level Sociology for over 10 years in the UK and in Europe, with 100% A* - D results under the new specification. She shares her resources as Hectic Teacher on twitter and on her website "The Hectic Teacher's A Level Sociology Support Site". She has also been providing student workshops on examination technique for the past 2 years.

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.

Ian Luckhurst

Ian is the Course Leader for A Level Sociology at a very successful college in the South West of England. With over 25 years of teaching experience, he has delivered a number of revision webinars and conferences as well as publishing a number of articles in relevant A Level Sociology journals.

David Morris

David Morris is an experienced Sociology teacher with 12 years classroom teaching experience. He also has worked as an examiner for 8 years, with 4 years in a Senior Examiner role. He teaches at a 6th Form College recently graded as 'Outstanding' by Ofsted, with Sociology being one of the focus areas during inspection.

Annie Townend

Annie has 20 years teaching experience and is currently Head of Sociology in a large, sixth form college with 300 students in the department. She has a wealth of examining experience being a former Principal Examiner for a major examinations board and member of the specification development team for Sociology. Annie is also co-author of a leading textbook and has written a range of workbooks and online resources for sociology. She is an experienced trainer and has delivered a range of CPD for both new and experienced teachers.

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