

**Keynote**  
educational

**AUTUMN 2023**

**SOCIOLOGY**



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# AIMING FOR EXCELLENCE - LEADING AN OUTSTANDING SOCIOLOGY DEPARTMENT

CODE **8973**

## ABOUT THIS COURSE

This course will consider what excellence in a Sociology department looks like, and the role of the Head of Sociology 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 Sociology within a school. It will conclude with an overview of what the working year of a Head of Sociology 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 Sociology and for anyone interested in holding such a position or in contributing to the management of a Sociology department.

## PROGRAMME

### What is an outstanding Sociology department?

10.00 – 11.00am

- Reviewing the qualities and skills of an outstanding Head of Sociology
- Why vision comes before strategy and producing an excellent vision
- Evaluating your department and acting upon this effectively
- Developing ways of approaching the key challenges faced by Heads of Sociology

Discussion: coffee break

11.00 – 11.10am

### Selective Student Recruitment

11.10 – 12.00pm

- Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college
- Stretch and challenge without intimidation
- Developing the department as a physical space
- Beyond the classroom and the curriculum: educational visits and trips

### Leading Outstanding Teaching & Learning in Sociology

12.00 – 1.00pm

- Implementing effective strategies to ensure a consistent and effective experience for all learners
- How a Head of Sociology can model outstanding teaching and learning
- Developing a vibrant curricula and schemes of work
- Using a range of monitoring tools to track performance, recognise underachievement and motivate learners in order that they meet the needs of the curriculum
- Understanding when to be restrictive and when to allow creative autonomy

Lunch and informal discussion

1.00 – 2.00pm

### Excellent Departmental Evaluation

2.00 – 3.00pm

- Identifying gaps in your department and creating strategies to fill these
- Driving up improvements to enhance performance; what are the most effective techniques?
- Achieving high expectations and sustained excellence together with powerful support to ensure the correct principles are in place to move to Outstanding
- Strategies for maintaining the highest quality of teaching and student performance over time: analysing what is now expected of Sociology students and teachers
- Setting Appropriate Levels of Challenge in Your Sociology Department – stretching and developing all students
- Resource and budget management to create the conditions for Outstanding performance and updating your curriculum

Discussion: afternoon tea

3.00 – 3.10pm

### How it works: the Head of Sociology

3.10 – 3.45pm

- Planning ahead and finding time to do so; Managing your time and workload
- Department Evaluation – driving up improvements to enhance performance
- Maintaining freshness and enthusiasm: professional and intellectual development
- Working with the SLT; the confidence to champion and compromise
- Preparing for Inspections
- Peaks, troughs and the long run: responding to success and failure

LOCATION/DATE

**London**

**Friday 22 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 Sociology
- Heads of Social Science
- Aspiring/Newly appointed Heads of Sociology
- Teachers with responsibility for Sociology

## BENEFITS OF ATTENDING

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

# NEW: AQA A-LEVEL SOCIOLOGY: REVIEWING THE 2023 EXAMS AND PREPARING FOR SUCCESS IN 2024

CODE 9556

## ABOUT THIS COURSE

This new course for all teachers of AQA A-Level Sociology will explore how you can turn the lessons to be learnt from the 2023 series into an opportunity for positive change moving forward. 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 the 2023 examinations and a wide range of ideas, methods and approaches to prepare students to maximise their potential in 2024. Particular emphasis will be made on the demands that were not met as well as they could have been and the implications this has for A-Level teaching and learning.

## PROGRAMME

	TIME
<b>Extracting the Key Messages</b> <ul style="list-style-type: none"> <li>Analyzing essential takeaways from the 2023 examinations</li> <li>Aligning key messages with actual exam questions and student responses</li> <li>Identifying factors contributing to challenging areas</li> <li>Reflecting on potential improvements in content delivery</li> </ul>	10.00 – 10.45am
<b>Understanding Influential Factors in Examination Success</b> <ul style="list-style-type: none"> <li>Investigating the predominant factors affecting success</li> <li>In-depth exploration of challenging questions from all papers</li> <li>Analyzing extended questions and identifying problematic sections</li> <li>Formulating actionable strategies: What to do? How to execute?</li> </ul>	10.45 – 11.30am
Discussion: coffee break	11.30 – 11.50am
<b>Mastering Extended Response Questions</b> <ul style="list-style-type: none"> <li>Bridging the gap between student responses and exam board expectations</li> <li>Strategies to decipher and meet the demands of the question</li> <li>Navigating synoptic elements within questions</li> <li>AO3 Clinic: Incorporating debates into Sociology; enhancing synoptic skills</li> </ul>	11.50 – 12.40pm
Lunch and informal discussion	12.40 – 1.40pm
<b>Short Answer Headaches</b> <ul style="list-style-type: none"> <li>Dealing with questions in the manner that A-Level Sociology expects</li> <li>Employing innovative methods to prepare students for questions</li> <li>Deciphering where marks were lost</li> <li>Implementing strategies to minimize errors and oversights</li> </ul>	1.40 – 2.30pm
Discussion: afternoon tea	2.30 – 2.40pm
<b>Moving forward and Maximising Success in 2024</b> <ul style="list-style-type: none"> <li>Producing an actionable plan to maximise student achievement in 2024</li> <li>Specific lessons to be learnt and how to prevent them from happening again</li> <li>Ensuring whole department success- managing staff and developing a progressive teaching culture that organically learns and improves</li> </ul>	2.40 – 3.30pm

LOCATION/DATE

London

Friday 13 October 2023

## COURSE LEADER

To be confirmed

## WHO SHOULD ATTEND?

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

## BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from the 2023 examinations
- Gain an informed overview of key areas of concern
- Learn new and innovative ways to deliver areas that target the areas of concern
- Experience and try out novel pedagogy
- Produce a strategic approach to maximise student success in 2024

# NEW: OUTSTANDING ASSESSMENT, MARKING AND FEEDBACK IN AQA A-LEVEL SOCIOLOGY

CODE **9557**

## ABOUT THIS COURSE

This brand-new course focuses on developing a deeper understanding of assessment in AQA A-Level Sociology 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 Sociology 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

10.00 – 10.50am

- 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 10.50 – 11.10am

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

11.10 – 12.00pm

- 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

12.00 – 12.50pm

- 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 12.50 – 1.50pm

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

2.00 – 2.45pm

- 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 2.40 – 2.45pm

### Improving students' revision and exam technique

2.45 – 3.30pm

- 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

Tuesday 07 November 2023

Wednesday 28 February 2024

## COURSE LEADER

To be confirmed

## WHO SHOULD ATTEND?

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

## BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A Level Sociology
- 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.

# TEACHING AQA A-LEVEL SOCIOLOGY FOR THE FIRST TIME

CODE **8976**

## ABOUT THIS COURSE

This course offers an introduction and overview to teaching the AQA A-level Sociology programme of study for anyone in their first 3 years of teaching the course, or for anyone lacking confidence in delivering the course effectively. While assessment materials will be drawn from the AQA course, many of the ideas will be applicable to other specifications.

## PROGRAMME

TIME

### Overview of the AQA A-level Sociology course including challenges and what to expect from pupils 10.00 – 10.45am

- Ensuring students and teachers hit the ground running in September with little or no prior learning.
- Introducing the schemes of learning for the core units and chunking down content into manageable sections and mapping to the AO's.
- 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.

Discussion: coffee break

10.45 – 11.00am

### Teaching Theory and Methods 11.00 – 12.00pm

11.00 – 12.00pm

- Analysis of the different structures and ways of teaching the Theory and Methods topics.
- Pitfalls and easy wins when teaching Post modernism, Sociology as a science, Social Action Theories/Interactionism
- 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; Scaffolding up to ensure top students are challenged, while not leaving lower ability students behind.

In this session we will use the Scheme of Learning for Theory and Methods as a basis for the above. Giving practical advice and strategies to take back to your own classes.

### Teaching Education 12.00 – 1.00pm

12.00 – 1.00pm

- Planning for success for a mixed ability group, teaching methodologies, flipped learning and using retrieval practise to boost student performance.
- Pitfalls and easy wins when teaching, with focus on Education Policies and Differential Educational Achievement.
- Building in opportunities for students to practice exam technique in a low stake's manner including Methods in Context.

In this session we will use the Scheme of Learning for Education as a basis for the above. Giving practical advice and strategies to take back to your own classes.

Lunch and informal discussion

1.00 – 2.00pm

### Ideas for Teaching Crime and Deviance 2.00 – 2.45pm

2.00 – 2.45pm

- Developing teaching strategies to build on Year 12 that support lower attaining students and pushing the higher attaining students.
- Introduction to teaching Ethnicity and Crime and Globalisation and Crime
- How to make synoptic links obvious and build into exam answers effectively.

In this session we will use the Scheme of Learning for Crime and Deviance as a basis for the above. Giving practical advice and strategies to take back to your own classes.

Discussion: afternoon tea

2.45 – 2.55pm

### The examination – what is expected 2.55 – 3.30pm

2.55 – 3.30pm

- Overview of all three papers by AQA, what are they looking for? What do top band essays look like?
- Focus on the 20- and 30-mark questions, specifically how to plan them and sign post the assessment objectives to the examiner.
- Scaffolding the Methods in Context question.

### Effective Feedback to Raise Attainment in the Exams 3.30 – 3.45pm

3.30 – 3.45pm

- Planning your assessments and the use of retrieval quizzes and knowledge tests.
- Feedback systems that focus on improvement rather than grades and save you time.

LOCATION/DATE

**London**

**Friday 20 October 2023**

**Thursday 01 February 2024**

## COURSE LEADER

**Catherine Eariss** is Head of Sociology at Wyke Sixth Form College, Hull. It is a very large, high performing department, consistently achieving strong value-added scores (ALPS 3 for the past 4 years). In 2000, the department gained status as a "Centre of Excellence" for Sociology, training and collaborating with teachers in the Doncaster area. Catherine also works as an examiner for AQA A-Level Sociology, marking Paper 1 and Paper 3.

## WHO SHOULD ATTEND?

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

## BENEFITS OF ATTENDING

- Provide teachers of A-level Sociology the material and confidence to teach effectively to all ability ranges
- Take away in depth 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

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

CODE **9062**

## ABOUT THIS COURSE

This A/A\* course, revised and updated for Autumn 2022 is aimed specifically on how to ensure your students achieve the highest marks in AQA A-Level Sociology. It will focus on exploring the characteristics of work produced by students at the highest levels and delve into a range of teaching materials and strategies designed to ensure that students achieve the top grades of A and A\*.

## PROGRAMME

### Thinking Deeply, Synoptic Links and AO3 Analysis To Access A/A\* 10.00 – 10.40am

- Strategies to embed thinking in TLA – examiners reward evidence of thinking
- Teaching methods to encourage deep thinking and reflection among students – moving away from regurgitation of information
- Strategies to develop students' synoptic links, including signposting these to examiners
- Making synoptic links – why are women more religious than men?
- Make AO3 Evaluation stronger (and easier!) through making comparisons to similar or different sociological theories

Discussion: coffee break 10.40 – 11.00am

### Maximising exam performance: review where top marks are lost and how to avoid them 11.00 – 12.00pm

- Ensuring you're A/A\* students know exactly what examiners are looking for, how to structure answers and the skills needed
- Embed Assessment Objectives in TLA – Stay focused on the end-goal'
- The 4 & 6 mark questions on Paper 1 and Paper 3
- Excellent starters and plenaries
- How to maximise marks in the two types of 10 marks exam questions
- How to best approach and structure 20 & 30 mark exam questions to achieve top band
- Teaching strategies to maximise marks in the exams

### Exemplar A and A\* Grade Answers 12.00 – 1.00pm

- Grade descriptors, activities, practical teaching strategies
- Model answers for Paper 1 Education and Paper 3 Crime and Deviance
- Candidate style answers and commentaries – what examiners look for
- Peer marking and its role in improving skills – teaching students how an examiner recognises a top band answer

Lunch and informal discussion 1.00 – 2.00pm

### Effective Feedback for A/A\* Students – Comments, not Marks 2.00 – 2.45pm

- Feedback strategies to stretch able students to maximise their potential – asking questions as feedback, no mark just feedback, amending answers using mark schemes
- Feedback suggestions...
- Exploring ways to use feedback to support able students in improving their marks
- 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.

Discussion: afternoon tea 2.45 – 3.00pm

### Preparing For Exam Success 3.00 – 3.30pm

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

LOCATION/DATE

**London**

**Thursday 07 December 2023**

**Friday 15 March 2024**

## COURSE LEADER

**Catherine Eariss** is Head of Sociology at Wyke Sixth Form College, Hull. It is a very large, high performing department, consistently achieving strong value-added scores (ALPS 3 for the past 4 years). In 2000, the department gained status as a "Centre of Excellence" for Sociology, training and collaborating with teachers in the Doncaster area. Catherine also works as an examiner for AQA A-Level Sociology, marking Paper 1 and Paper 3.

## WHO SHOULD ATTEND?

- Teachers of AQA A-Level Sociology
- Heads of Sociology
- Heads of Social Science

## BENEFITS OF ATTENDING

- Take away teaching ideas and approaches that challenge and develop A and A\* students
- Explore exemplar materials to identify characteristics of outstanding work
- Explore thinking deeply, synoptic links and A)3 Analysis
- Take away strategies and approaches to maximise students' marks in the examination
- Scrutinise and discuss exemplar A\* and A grade answers
- Insights into what success looks like in examinations
- Find out more about to give the most effective feedback to A/A\* calibre students
- Take away methods to best prepare students for exam success

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

CODE **9296**

## ABOUT THIS COURSE

An in-depth course exploring high impact strategies that raise attainment and support students to access top marks in examinations. It 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 Sociology 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 – 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 of perfectionism striving for a healthy balance
- 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

### 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 Sociology
- 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 range of content in Sociology A-Level – selectivity and re-cycling top tips for overlap key-studies that high end students can re-signpost across topics

LOCATION/DATE

**London**

**Thursday 16 November 2023**

**Thursday 07 March 2024**

## COURSE LEADER

### Wilhelmenia Etoga Ngonu

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. She has extensive experience raising the attainment of cohorts year on year.

## WHO SHOULD ATTEND?

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

## BENEFITS OF ATTENDING

- Increase awareness of what success looks like for the most able Sociologists
- 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 Sociology teachers
- Explore how to maximise success levels for your students in the examination
- Learn how to develop resilience so that talented Sociology students achieve their A/A\* potential



# AQA A-LEVEL SOCIOLOGY: RAISING THE ATTAINMENT OF WEAKER STUDENTS

A-LEVEL

CODE 8975

## ABOUT THIS COURSE

This new course is designed for all teachers of AQA A-Level Sociology, this course will present strategies, resources and techniques to raise attainment levels of weaker A-Level Sociology students, and build their confidence without sacrificing academic rigour or ambition.

Teachers will leave with a number of practical ideas, approaches, methods and also exam techniques that can be immediately implemented with weaker students back in school.

## PROGRAMME

### Meeting the needs of weaker A-Level Sociology Students to raise performance

10.00 – 11.00am

- Meeting Strategies to build confidence in design and approach to assessment, testing and feedback
- Effective use of metacognitive strategies and the benefits of setting aside deliberate time for metacognition discussion

Discussion: coffee break

11.00 – 11.20am

### Key practical strategies, resources and activities for weaker students

11.20 – 12.30pm

- Remembering content
- Building terminology, Sociology language as a primary strategy to decrease stress
- Ways to build Key Sociologists knowledge and understanding
- Evaluation and application skills
- Effective note taking strategies
- Building Independent consolidation tasks
- Practical strategies which most motivate and engage students to understand and apply the 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

Lunch and informal discussion

12.30 – 1.30pm

### Accessing the curriculum: Scaffolding strategies and retention of knowledge

1.30 – 2.45pm

- Developing ways to support weaker students to access the course content – Scaffolding up.
- Chunking content – using questions as a focus for students
- Developing your range of practical scaffolding strategies
- Using Knowledge organisers to support understanding and recall
- Embedding retrieval practice into lessons.
- The role of homework to reinforce learning.

Discussion and sharing of best practice and new ideas/coffee break

2.45 – 2.50pm

### The Exams: A Repertoire of Exam Techniques for the Weaker Student

2.50 – 3.40pm

- Techniques, resources, methods to apply with the weaker student that can be immediately used
- Common mistakes which prevent weaker students from accessing middle and 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:** techniques for the weaker student to understanding how the structure is different to other essays and how to reach the top band of marks.

LOCATION/DATE

London

Friday 24 November 2023

Monday 11 March 2024

## COURSE LEADER

**Catherine Eariss** is Head of Sociology at Wyke Sixth Form College, Hull. It is a very large, high performing department, consistently achieving strong value-added scores (ALPS 3 for the past 4 years). In 2000, the department gained status as a “Centre of Excellence” for Sociology, training and collaborating with teachers in the Doncaster area. Catherine also works as an examiner for AQA A-Level Sociology, marking Paper 1 and Paper 3.

## WHO SHOULD ATTEND?

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

## BENEFITS OF ATTENDING

- Take away practical templates to raise attainment of weaker A-Level students
- Explore and take away practical strategies, ideas and inspiration to motivate and inspire weaker students to perform to their fullest potential in exams
- Gain teaching activities which develop the key sociological skills and recall of knowledge necessary
- Develop ways to support weaker students to access the course content
- Gain a range of exam techniques, tactics, and revision techniques specifically tailored to the weaker student

## 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.

### 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)

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