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educational



# Physical Education

**CPD Courses**

Spring & Summer 2025

London - Manchester - Online

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## Why Keynote Educational?

Here at Keynote Educational we are dedicated to excellence and inspiring both teachers and students. As a leading national provider, we offer a range of services, including CPD Courses, National Conferences, In-School Sessions, Exam Marking, Student Revision Conferences and Webinars. With an innovative and rich history spanning over 25 years, our commitment remains strong in empowering teachers and supporting students in maximising their potential.

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## Upcoming Courses

London &amp; Manchester: £289.00+VAT | Online: £249.00+VAT

### Physical Education Leadership

T0002	Outstanding Leadership of a PE Department	London: Thursday 03 April 2025 Manchester: Monday 12 May 2025 London: Monday 30 June 2025
T0026	Designing a Practical PE Curriculum for the Future	London: Tuesday 24 June 2025
T0275	<b>NEW</b> Physical Education Strong Foundations: A Guide for Early Career Teachers	Online: Friday 21 March 2025 Online: Monday 16 June 2025

### A-Level

T0316	<b>NEW</b> AQA A-Level PE: Strategies for Success in the 2026 Exams	London: Monday 14 July 2025
T0006	Teaching AQA A-Level PE for the First Time	Online: Tuesday 11 March 2025 Manchester: Wednesday 04 June 2025 London: Wednesday 02 July 2025
T0005	AQA A-Level PE: Aiming for A/A*	Online: Thursday 06 March 2025 London: Tuesday 01 July 2025
T0007	AQA A-Level PE: Achieving Success in the NEA	London: Friday 11 July 2025
T0004	Outstanding Assessment, Marking and Feedback in AQA A-Level PE	Online: Wednesday 26 March 2025 London: Wednesday 25 June 2025
T0285	<b>NEW</b> OCR A-Level PE: Mastering Paper 3 Socio-Cultural Studies in Physical Activity and Sport	Online: Thursday 06 March 2025
T0009	Teaching OCR A-Level PE For the First Time	Online: Thursday 30 January 2025 London: Wednesday 09 July 2025
T0315	<b>NEW</b> OCR A-Level PE: Aiming for A/A*	Online: Tuesday 04 March 2025 London: Friday 11 July 2025
T0010	OCR A-Level PE: Achieving Success in the NEA	London: Friday 04 July 2025
T0284	Outstanding Assessment, Marking and Feedback in OCR A-Level PE	Online: Friday 04 April 2025

### GCSE

T0011	Brilliant GCSE PE Teaching	Online: Wednesday 19 March 2025 London: Monday 30 June 2025
T0317	<b>NEW</b> AQA GCSE PE: Strategies for Success in the 2026 Exams	London: Wednesday 16 July 2025
T0319	<b>NEW</b> AQA GCSE PE: Teaching the Toughest Topics Effectively	Online: Thursday 13 February 2025 London: Thursday 19 June 2025
T0013	New to Teaching AQA GCSE PE	Online: Tuesday 01 April 2025 London: Monday 23 June 2025
T0014	AQA GCSE PE: Aiming for Grades 7-9	London: Friday 14 March 2025 London: Thursday 10 July 2025
T0015	AQA GCSE PE: Achieving Success in the NEA	London: Tuesday 08 July 2025
T0017	New to Teaching OCR GCSE PE	Online: Thursday 27 March 2025 Online: Thursday 03 July 2025
T0018	OCR GCSE Physical Education: Aiming for Grades 7-9	London: Monday 07 July 2025
T0016	OCR GCSE PE: Increased Results for Lower Performing Students	London: Tuesday 01 July 2025
T0318	<b>NEW</b> Pearson/Edexcel GCSE PE: Strategies for Success in the 2026 Exams	London: Thursday 17 July 2025
T0020	New to Teaching Pearson/Edexcel GCSE PE	Online: Thursday 27 March 2025 London: Friday 04 July 2025
T0021	Pearson Edexcel GCSE PE: Aiming for Grades 7-9	Online: Friday 21 March 2025 London: Thursday 03 July 2025
T0022	Pearson/Edexcel GCSE PE: Achieving Success in the NEA	London: Monday 30 June 2025



## Outstanding Leadership of a PE Department

Course Code: **T0002**  
 Course Leader: **Marcus Sharrad**  
 London: **Thursday 03 April 2025**  
 Manchester: **Monday 12 May 2025**  
 London: **Monday 30 June 2025**

### ABOUT THIS COURSE

This course, refreshed and ready for 2025, is designed to examine strategic approaches which can springboard a physical education department into significant successes. Leadership will be considered widely, before focusing on teaching and learning as a means by which the physical education department can take its place as a legitimate academic subject.

### BENEFITS OF ATTENDING

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

### PROGRAMME

<b>What is an “Outstanding Physical Education Department”?</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Aims of physical education</li> <li>• What are your core values?</li> <li>• Can this be school-specific?</li> </ul>	
<b>Student Recruitment</b>	<b>10.30am</b>
<ul style="list-style-type: none"> <li>• Key Stage 3: Curricula to attract and retain students</li> <li>• Beyond the classroom and the curriculum: educational visits and trips</li> <li>• Physical Education in a digital world</li> </ul>	
<b>Break</b>	<b>11.10am</b>
<b>Aligning Your Strategic Plan with Your Curriculum</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• De-coupling sport and physical education</li> <li>• Academic sport sciences – The role of GCSE/A Level/ Cambridge Tech/BTEC</li> <li>• Whole-school strategic aims – Aligning departmental with senior management and governors</li> </ul>	
<b>Teaching &amp; Learning</b>	<b>12.15pm</b>
<ul style="list-style-type: none"> <li>• Curriculum planning and schemes of work</li> <li>• Assessment: Monitoring and tracking and the effective use of data</li> <li>• Teaching and learning strategies: Research-driven</li> <li>• The role of the Head of PE in planning and managing T&amp;L: Possibilities and limitations</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Effective Leadership: Inspiring and Motivating</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Accountability: Setting the standards for high performance</li> <li>• Motivating your staff and your pupils</li> <li>• Appraisal and observation processes: Our department is an “open-door” policy!</li> </ul>	
<b>Break</b>	<b>3.00pm</b>
<b>How it Works: The Head of Physical Education</b>	<b>3.05pm</b>
<ul style="list-style-type: none"> <li>• Managing one’s time and workload: variables and the work-life balance</li> <li>• The pros and cons of delegation</li> <li>• Peaks, troughs and the long run: responding to success and failure</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>

### PE T&L



## Physical Education Strong Foundations: A Guide for Early Career Teachers

Course Code: **T0275**  
 Course Leader: **Will Swaithes**  
 Online: **Friday 21 March 2025**  
 Online: **Monday 16 June 2025**

### ABOUT THIS COURSE

Have you just started out as a teacher and are new to the profession? This brand-new course, part of our ‘Guide for Early Career Teachers’ range provides new PE teachers with essential knowledge and skills for effective physical education teaching. It includes foundational PE principles, adaptive practice/ differentiation strategies, PE pedagogical models and techniques, assessment methods and exam-level preparation for GCSE and A-Level.

### BENEFITS OF ATTENDING

- Understand the fundamentals of physical education
- Learn to differentiate PE activities for diverse learners
- Explore the integration of technology in PE
- Gain strategies for exam-level teaching and assessment

### PROGRAMME

<b>Introduction and Objectives</b>	<b>10.00am</b>
<b>Foundations of Physical Education</b>	<b>10.15am</b>
<ul style="list-style-type: none"> <li>• Unpicking the purpose of PE</li> <li>• Understanding the importance of physical activity for youth development and your target audience</li> <li>• Essential ingredients for planning and delivering effective PE lessons</li> <li>• Reflecting on your approaches to behaviour management</li> </ul>	
<b>Break</b>	<b>11.15am</b>
<b>Differentiation and adaptive practice in PE</b>	<b>11.30am</b>
<ul style="list-style-type: none"> <li>• Understanding how to meet the diverse prior learning and needs of your classes</li> <li>• Adapting activities for varying skill levels</li> <li>• Inclusive practices to ensure every child thrives in physical education</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>PE pedagogical models and techniques for your toolkit</b>	<b>1.15pm</b>
<ul style="list-style-type: none"> <li>• Understanding how to apply the ideas from cognitive science into a PE environment</li> <li>• Exploring different PE pedagogical models to expand your toolkit</li> </ul>	
<b>Break</b>	<b>2.15pm</b>
<b>Assessment and Feedback</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Effective assessment strategies in PE</li> <li>• Providing feedback to maximise student improvement</li> </ul>	
<b>Exam-Level Teaching for GCSE and A-Level</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Preparing students for PE exams</li> <li>• Techniques for effective exam preparation and practice</li> </ul>	
<b>Depart</b>	<b>3.40pm</b>



## Teaching AQA A-Level PE for the First Time

Course Code: **T0006**  
 Course Leader: **Ross Howitt**  
 Online: **Tuesday 11 March 2025**  
 Manchester: **Wednesday 04 June 2025**  
 London: **Wednesday 02 July 2025**

### ABOUT THIS COURSE

This in-demand course, updated for 2025, is designed for teachers who are new to teaching AQA A-Level PE, to improve understanding of the AQA specification and ensure that candidates have the best opportunity to maximise their students' potential grades. Delegates will receive new teaching approaches as well as key guidance in how to develop exceptional examination and NEA techniques when delivering the course for the first time.

### BENEFITS OF ATTENDING

- Obtain excellent understanding of the complexities of AQA A-Level PE
- Gain insight into the content, the exam structure and how the exams are marked
- Develop your teaching in specific topic areas to raise standard of achievement
- Examples of extended A-level questions: how to prepare students to get the most possible marks

### PROGRAMME

- Introduction: Identifying Methods that will Enhance Performance from the Start** **10.00am**
- Overview of the specification- introducing the scheme of work and baseline assessment
  - Analysing the assessment criteria and looking how to incorporate AO1, AO2 and AO3 in your lessons
  - Recognising which areas will be the most challenging and preparing for these
- Break** **11.15am**
- Tackling the Challenging Content of AQA A-Level PE** **11.30am**
- Planning and teaching the more demanding topics - Making complicated concepts easy
  - Teaching for the different types of questions - Help students access all the available marks
  - Designing formative assessment and feedback through focussed starters and plenaries
- Skill, Sports Psychology and Socio-cultural issues** **12.15pm**
- Planning for success, teaching methodologies and using retrieval practice to boost student performance
  - Teaching ideas with associated questions and resources, from selected topics
  - Getting students involved in their learning – making theory 'practical'
- Lunch** **1.15pm**
- Managing the NEA** **2.15pm**
- Performing, coaching and officiating – The AQA standard at different grades
  - How to structure a programme of practical teaching and assessment
  - Constructing excellent written coursework: Where and why students can struggle
- Effectively Tackling the Theory Examination** **3.15pm**
- Teaching towards the 'endgame' - Ensure you are marking 'like the examiner'
  - Focus on essay structure in exams - What top grade responses look like
  - Marking and assessment strategies to access the higher-level grades
- Depart** **3.45pm**



## AQA A-Level PE: Aiming for A/A\*

Course Code: **T0005**  
 Course Leader: **Jackie Brookes**  
 Online: **Thursday 06 March 2025**  
 London: **Tuesday 01 July 2025**

### ABOUT THIS COURSE

This very popular course will demonstrate how to guide your best students to achieve Grades A & A\* in future AQA A-level PE examinations. 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 increase A & A\* grade attainment.

### BENEFITS OF ATTENDING

- 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
- Focused on identifying the demands of Grades A & A\* and providing materials to help teachers prepare students effectively

### PROGRAMME

- Challenging Our Most Able Students** **10.00am**
- Who are our most able students?
  - Why do we have to challenge our most able students?
  - How are A/A\* Grades achieved?
- Break** **10.45am**
- Focus on Assessment Demands for A/A\* Students** **11.00am**
- 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 Extended Questions** **12.00pm**
- Applying synoptic requirements correctly
  - Supporting students to write top band extended answers
  - Applying knowledge to consistently write top band evaluation or analysis
- Lunch** **1.00pm**
- Stretching and Challenging the Most Able Students in Short Answer Questions** **2.00pm**
- The shorter questions: what are the potential pitfalls?
  - The value of context – achieving depth of AO3 in short answer questions
  - What makes a strong A-Level response? How can we build up to this?
- Break** **3.00pm**
- Tactics For Achieving the Highest Grades in The Written Coursework** **3.05pm**
- Develop an action plan for success for students
  - How to achieve depth or breadth of analysis
  - Examine some high mark pieces of coursework and unpick why
- Depart** **3.45pm**

## NEW OCR A-Level PE: Mastering Paper 3 - Socio-Cultural Studies in Physical Activity and Sport

Course Code: **T0006**  
Course Leader: **Kate McDonnell**  
Online: **Thursday 06 March 2025**

### ABOUT THIS COURSE

This new course, extremely popular in the Autumn term, provides teachers with advice and tips from an experienced teacher and examiner, to deepen their understanding of the course content for Paper 3 and how to answer questions to achieve high grades. Participants will develop their understanding of the specification, and challenges and pitfalls for that learner's experience whilst tackling paper 3. Delegates will be given advice and guidance about sequencing, delivery methods, and resources that can support teaching, learning and assessment.

### BENEFITS OF ATTENDING

- Gain a thorough understanding of the course content for Paper 3
- Have an increased awareness of the challenges students experience when answering Paper 3 examinations, and take away advice and guidance to help their learners tackle these issues
- Have the opportunity to review sequencing, resources and teaching and learning approaches to Paper 3, and take away hints and tips to help raise learner attainment in this paper

### PROGRAMME

<b>Review of the 2024 Socio-Cultural Studies Exam</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Data analysis from the 2024 AS and A-Level examination series</li> <li>• Review of the examiners report and advice from examiners</li> <li>• Understanding the finer details of mark-scheme to know how marks are gained and lost</li> <li>• Reviewing examples of good practice</li> </ul>	
<b>3.1 Sport and Society</b>	<b>10.45am</b>
<ul style="list-style-type: none"> <li>• Emergence and evolution of modern sport, mnemonics and plans to develop learners understanding and support retrieval of information</li> <li>• Question analysis, common questions and approaches to answering these to maximise results</li> </ul>	
<b>Break</b>	<b>11.30am</b>
<b>Contemporary Issues in Physical Activity and Sport, Ethics and Deviance in Modern Sport</b>	<b>11.45am</b>
<ul style="list-style-type: none"> <li>• Keeping it lean! Key content to include, and mnemonics and plans to develop learners understanding and support retrieval of information</li> <li>• Question analysis, common questions and approaches to answering these to maximise results</li> </ul>	
<b>Achieving Level 3 Answers in Extended Answer Questions</b>	<b>12.15pm</b>
<ul style="list-style-type: none"> <li>• Preparing students for extended answer questions, scaffolding and resources</li> <li>• Effective assessment timing and approaches, and feedback strategies to improve students' knowledge of the requirements of the task, and improve their answers</li> </ul>	
<b>Lunch</b>	<b>12.50pm</b>
<b>Tackling Contemporary Issues in Physical Activity and Sport, Commercialism, Technology and Routes to Excellence</b>	<b>1.50pm</b>
<ul style="list-style-type: none"> <li>• Streamlining essential content while incorporating memory aids and strategies to deepen learner comprehension and enhance recall</li> <li>• Breaking down typical exam questions, exploring effective methods for answering them to optimize performance.</li> </ul>	
<b>Break</b>	<b>2.30pm</b>
<b>Planning, Sequencing and Resourcing for Success in Socio Cultural Studies</b>	<b>2.40pm</b>
<ul style="list-style-type: none"> <li>• Explore curriculum plans, sequencing and assessment</li> <li>• Producing outstanding resources</li> </ul>	
<b>Self-Reflection and Action Planning</b>	<b>3.15pm</b>
<ul style="list-style-type: none"> <li>• Reflecting on current practice, curriculum design and resources</li> <li>• Developing an action plan for implementing changes</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>

### AQA GCSE PE

## NEW AQA GCSE PE: Teaching the Toughest Topics Effectively

Course Code: **T0319**  
Course Leader: **Ross Howitt**  
Online: **Thursday 13 February 2025**  
London: **Thursday 19 June 2025**

### ABOUT THIS COURSE

This brand-new course will explore the more difficult to teach topics in AQA GCSE PE and is designed for all teachers who wish to ensure their students maximise their potential. By providing a range of fresh and innovative teaching approaches to help students achieve a greater depth of understanding in these areas, the course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes.

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

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

### BENEFITS OF ATTENDING

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



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### PROGRAMME

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



## Aiming for Grades 7 – 9 in OCR GCSE Physical Education

Course Code: **T0018**  
Course Leader: **Marcus Sharrad**  
London: **Monday 07 July 2025**

### ABOUT THIS COURSE

This course, updated for 2025 is focused on meeting the demands of the higher level marking bands across all components. It examines the characteristics of work produced by students working at the highest levels and provides a range of teaching approaches and materials designed to ensure students achieve 7-9 in OCR GCSE PE.

### BENEFITS OF ATTENDING

- Gain an informed understanding of what is required to achieve grades 7-9
- Explore ideas and approaches that enable students to reach the highest grades possible in both the practical and written elements
- Understand the assessment demands of the OCR GCSE PE specification
- Find out more about where marks are gained and lost
- Increase confidence in preparing candidates to achieve Grades 7-9

### PROGRAMME

**Focused Deep Dive on the Demands of the OCR GCSE Specification** **10.00am**

- 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
- Explore feedback from the most recent exam series

**Break** **10.40am**

**Achieving Grades 7 – 9 in OCR GCSE PE: What Does it Involve?** **11.00am**

- Review characteristics of Grades 7 – 9 students
- Grades 7, 8, and 9; What are the differences between these?
- Lessons learnt from the most recent examination series for able students, including on the written paper

**The Written Papers: Exam Questions and Strategies to Support High Level Students** **11.45am**

- Identifying the range of question types on both J587/01 and J587/02
- Problems created by not reading the question fully – Examples of how marks are lost
- Exam technique errors and how to avoid these common mistakes

**Lunch** **1.00pm**

**The NEA: Maximising NEA Outcomes to Access Top Level Marks** **2.00pm**

- How to achieve the highest grades for NEA practical
- Review examples of NEA at Grades 7 – 9, what top level students do
- Boosting coursework to a 7-9 grade whilst following the JCQ rules

**Break** **3.00pm**

**Strategies to Really Stretch Top End Students** **3.05pm**

- Discover ways to take a good PE student and make them a great PE student
- How to structure NEAs which allows for student autonomy
- Use whole class research to reduce revision for the written papers

**Depart** **3.45pm**

### PEARSON EDEXCEL GCSE PE

## New To Teaching Pearson Edexcel GCSE PE

Course Code: **T0020**  
Course Leader: **Tony Corcoran**  
Online: **Thursday 27 March 2025**  
London: **Friday 04 July 2025**

### ABOUT THIS COURSE

This course is targeted and designed for all teachers who are new to or have limited experience of taking students through the Pearson Edexcel GCSE PE specification. The day will give delegates guidance, realistic practical advice and proven strategies on how to deliver an enjoyable and successful course.

### BENEFITS OF ATTENDING

- Gain top teaching tips and realistic practical advice based on current practice
- Gain ideas and materials to teach successfully in all theory areas
- Gain a clear understanding of how to deliver Components 3 (Practical) and 4 (PEP)
- Examine exemplars of good practice to improve student examination success



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### PROGRAMME

**Overview of the specification** **10.00am**

- Key challenges and opportunities – areas to focus your teaching around
- Teaching ideas and approaches to make sure that students maintain progress and motivation
- Making effective links between practical and theory

**Break** **11.00am**

**Meeting the challenge of Paper 1 topics:  
Fitness and body systems** **11.15am**

- Preparing all students for success on Paper 1 – the key questions which they struggle and methods to overcome this
- How to meet the demands of the different question types successfully in your teaching
- Embedding an understanding of data so students can analyse information effectively

**Lunch** **12.30pm**

**Planning for successful teaching in Paper 2:  
Health and Performance** **1.30pm**

- Delivering the key concepts and teaching theory through practical activities
- How assessment is carried out for Paper 2
- Successful strategies to support students in the extended writing question

**Break** **2.45pm**

**Components 3 and 4: The NEA** **2.50pm**

- Component 3: developing and demonstrating high level practical performance
- Component 4: supporting students to produce a high-quality PEP
- Making effective links between practical and theory

**Final Top Tips** **3.30pm**

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

**Depart** **3.45pm**



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