



Keynote
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Art & Design

CPD Courses

Summer & Autumn 2025

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Upcoming Courses

London: £289.00+VAT | Online: £249.00+VAT

Art & Design Leadership

T0196	Outstanding Leadership of an Art Department	Online: Tuesday 02 December 2025
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A-Level Art & Design

T0329	NEW Teaching A-Level Art & Design for the First Time	Online: Friday 06 June 2025
		Online: Wednesday 10 December 2025

T0199	A-Level Art & Design: Outstanding Achievement with the Written Element – Personal Investigation	Online: Wednesday 09 July 2025
		London: Monday 10 November 2025

AQA A-Level Art & Design

T0330	NEW AQA A-Level Art & Design: Strategies for Success in the 2026 Exams	Online: Tuesday 15 July 2025
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T0392	NEW AQA A-Level Art & Design: Reviewing the 2025 Exams	Online: Tuesday 14 October 2025
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T0197	AQA A-Level Art & Design: Aiming for A/A*	Online: Tuesday 01 July 2025
		Online: Thursday 27 November 2025

A-Level Photography

T0200	A-Level Photography – Essential Photography Skills to meet the Higher Grade Boundaries – “The Cog Wheel Approach”	London: Tuesday 08 July 2025
		London: Tuesday 11 November 2025

GCSE Art & Design

T0202	GCSE Art & Design: Aiming for Grades 8-9	London: Monday 07 July 2025
		London: Tuesday 18 November 2025

AQA GCSE Art & Design

T0331	NEW AQA GCSE Art & Design: Strategies for Success in the 2026 Exams	Online: Wednesday 16 July 2025
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T0395	NEW AQA GCSE Art & Design: Reviewing the 2025 Exams	Online: Monday 13 October 2025
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T0198	New to Teaching AQA GCSE Art & Design	Online: Friday 27 June 2025
		Online: Tuesday 09 December 2025



Leading an Outstanding Art & Design Department

Course Code: **T0196**
 Course Leader: **Dr Helen Jones**
 Online: **Tuesday 02 December 2025**

ABOUT THIS COURSE

These are exciting and challenging times to lead in Art & Design. This refreshed course will consider what excellence in an Art & Design department looks like, and the role of the Head of Art & Design in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, for optimising teaching and learning, for managing teachers experienced and inexperienced, and for establishing and maintaining a position for Art & Design within a school. It will conclude with an overview of what the working year of a Head of Art & Design 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 experience and will aim to 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 Art & Design and for anyone interested in holding such a position or in contributing to the management of an Art & Design department.

BENEFITS OF ATTENDING

- Consider what makes an Art & Design department excellent, and the role of the Head of Art & Design in achieving excellence
- Look at a range of strategies for improving and maintaining recruitment of students
- Explore ways in which a Head of Art & Design can develop and improve teaching and learning within the department
- Enhance their ability to lead, support and nurture teachers in the department
- Examine the yearly workload of a Head of Art & Design 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 Art & Design position

A-LEVEL ART & DESIGN

Teaching A-Level Art & Design for the First Time

Course Code: **T0329**
 Course Leader: **Dr Helen Jones**
 Online: **Friday 06 June 2025**
 Online: **Wednesday 10 December 2025**

ABOUT THIS COURSE

This course refreshed and updated for 2025 is focussed on how to deliver all areas of the A-Level Art & Design course to maximum success. It will focus on exploring the characteristics of work produced by students working at all levels and explore a range of teaching materials that will support and underpin effective teaching of this challenging linear specification. The sessions are designed to improve delegates' understanding of the AQA specification and ensure that candidates have the best opportunity to maximise their potential grades. Delegates will receive new teaching approaches as well as key guidance on how to develop exceptional examination and NEA techniques in AQA A-Level Art to maximise students' success when delivering the course for the first time. Using feedback from the most recent examinations, the course will outline what is expected of students and explore ways to build your teaching practice around this.

BENEFITS OF ATTENDING

- Obtain excellent understanding of the complexities of the AQA A-Level Art & Design specification
- Examine how to maximise success in the personal investigation coursework unit
- Gain insight into the content, the exam structure and how the exam component is marked
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing
- Develop your teaching in specific discipline areas to raise standard of achievement
- Examples of A-level coursework and exam component sets: how to prepare students to get the most possible marks
- Take away a set of resources

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PROGRAMME

What is a Successful Art & Design Department?	10.00am
<ul style="list-style-type: none"> • The position of Art & Design within a school: variables, challenges and opportunities • The quality of teaching and learning • Managing staff towards happiness and fulfilment • Expectations and outcomes: senior leadership, the intellectual environment, public exams and progression to higher education 	
Student recruitment	10.30am
<ul style="list-style-type: none"> • Key Stage 3: curricula to attract and retain students • Stretch and challenge without intimidation • Developing the department as a physical space • Beyond the classroom and the curriculum: educational visits and trips • Promotion and advertisement using traditional and new media • Art & Design in a digital world 	
Break	11.30am
Leading Outstanding Teaching and Learning in Art & Design	11.45am
<ul style="list-style-type: none"> • Implementing effective strategies to ensure a consistent and effective experience for all learners • How a Head of Art & Design can model outstanding teaching and learning • Developing curricula and schemes of work • Making effective use of assessment and assessment data • Understanding when to be restrictive and when to allow creative autonomy • Using a range of monitoring tools to track performance, recognise underachievement and motivate learners in order that they meet the needs of the new curriculum • Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college • Outstanding homework that develops outstanding students • Ofsted approved practices - department strategies and approaches to stretch & challenge highly able students 	
Lunch	1.00pm
Staff Development: How to Support and Develop your Staff	2.00pm
<ul style="list-style-type: none"> • Strategies for managing your staff, from experienced to inexperienced teachers and ECTs • Making observation and appraisal processes as effective as possible • Involving others in decision-making, planning and delivery • Making the most of departmental meetings • How to introduce change: reducing resistance and addressing concerns • Developing curriculum expertise in your department • Matching your curriculum and your staff and to your team • Strategies for maintaining the highest quality of teaching and student performances over time • Making the right appointments and coaching for successful performance • Professional development: what type, how and who? • Implementing and managing departmental systems and paperwork • Resources (and budgets): alternative sources of funding and developing resources in-house 	
Break	2.45pm
How it Works: the Head of Art & Design	2.50pm
<ul style="list-style-type: none"> • Managing one's time and workload: variables and the work-life balance • The pros and cons of delegation • Planning ahead and finding time to do so • Preparing for Inspections • Department evaluation – driving up improvements to enhance performance • Maintaining freshness and enthusiasm: professional and intellectual development • Peaks, troughs and the long run: responding to success and failure • Working with the SLT; the confidence to champion and compromise 	
Depart	3.40pm



Summer & Autumn 2025

PROGRAMME

Identifying Methods that will Enhance Performance from the Start	10.00am
<ul style="list-style-type: none"> • What's involved in the course? • Exploring the key challenge spots, and ways to structure your teaching to give time to the most demanding sections • Review characteristics of exemplar work in AQA GCSE Art & Design • Recognising which areas will be the most challenging and preparing for these 1 • What are the standards in each component? • Component 1: Portfolio – exploring in more depth • Component 2: Externally Set Assignment – exploring in more depth 	
Break	11.55am
Component One: The Key Challenges of the Portfolio	11.15am
<ul style="list-style-type: none"> • Choosing the project that will unlock student potential – building on prior knowledge • Practical strategies to experimentation with a purpose • How do I know when a student has reached the top of the assessment bands? • Teaching lower and higher ability students to ensure success 	
Reinvigorated Approaches to Recording	12.15pm
<ul style="list-style-type: none"> • Demonstrating intellectual rigour through the essay: Structure and samples • Approaches to developing students' skills in drawing as process, practice and purpose • Organising and presenting work effectively • Successful approaches to constructing a portfolio with drawing in its various forms at its basis • How to support students in realising their intentions in final outcomes 	
Lunch	1.00pm
Component Two: Successfully Teaching the Externally Set Assignment	2.00pm
<ul style="list-style-type: none"> • Useful advice on how to approach the teaching of the Externally Set Assignment – effective strategies, methods and techniques • Scenarios and responses in the Externally Set Assignment • Responding to starting points effectively – examples • Where and why students can struggle with this component • What are the key points for examination success in component 2? 	
Planning your Course and Assessments over 2 Years	2.45pm
<ul style="list-style-type: none"> • Effectively structuring your course to maximise end outcomes • How to confidently assess your students, give effective feedback, and ensure they remain on track throughout the two-year course – how to structure for this • Strategies to prepare your students for the examination • How can you track and use intervention models effectively? • How can I challenge and stretch and challenge more able students to reach the highest grades? 	
Depart	3.30pm

NEW AQA A-Level Art & Design: Strategies for Success in the 2026 Exams

Course Code: **T0330**
 Course Leader: **Dr Helen Jones**
 Online: **Tuesday 15 July 2025**

ABOUT THIS COURSE

Brand-New for Summer 2025, this course will help AQA A-Level Art & Design teachers prepare their students for maximum success in the 2026 exams. Delegates will explore effective teaching strategies to enhance students' personal investigations and externally set assignments, ensuring students meet the demands of the specification. The course provides a detailed look at examiner expectations, alongside practical advice on structuring teaching and feedback to help students achieve top grades.

BENEFITS OF ATTENDING

- Deepen understanding of AQA A-Level Art & Design assessment objectives
- Explore strategies to develop and refine students' portfolios and final outcomes
- Gain insights into the characteristics of high-quality work across different disciplines
- Take away resources and exemplar materials to use in your teaching

PROGRAMME

Unlocking Excellence in A-Level Art & Design	10.00am
<ul style="list-style-type: none"> • Key challenges in the AQA specification and how to address them • Reviewing characteristics of exemplar work at different levels • Strategies to structure teaching for high-impact learning and creativity 	
Break	10.55am
The Personal Investigation: Supporting Creative and Academic Rigour	1.15pm
<ul style="list-style-type: none"> • Choosing themes that inspire and stretch students' abilities • Developing intellectual rigour through essays: structure, content, and exemplars • Strategies for refining experimentation, development, and realisation in students' work 	
Elevating Student Portfolios	12.15pm
<ul style="list-style-type: none"> • Techniques for encouraging creative risk-taking and problem-solving • Understanding what moderators look for in evidence and final outcomes • Supporting students in achieving top-band marks 	
Lunch	1.00pm
The Externally Set Assignment: Strategies for Success	2.00pm
<ul style="list-style-type: none"> • Planning and pacing the ESA effectively • Exploring starting points and facilitating meaningful responses • Common challenges in the ESA and how to overcome them 	
Planning for Long-Term Success	2.45pm
<ul style="list-style-type: none"> • Structuring the two-year course to maximise outcomes • Using formative assessments and feedback to guide progress • Supporting high-achieving students in reaching A* grades 	
Final Q&A and Reflection	3.15pm
<ul style="list-style-type: none"> • Addressing any outstanding challenges or questions • Sharing key takeaways and next steps for implementation 	
Depart	3.30pm

A-LEVEL PHOTOGRAPHY

A-Level Photography – Essential Photography Skills to meet the Higher-Grade Boundaries – “The Cog Wheel Approach”

Course Code: **T0200**
 Course Leader: **Mark Coombe**
 London: **Tuesday 08 July 2025**
 London: **Tuesday 11 November 2025**

ABOUT THIS COURSE

Many A-level Photography students do not reach their potential grades due to higher grade boundaries than other Art & Design titles. This revised course tackles the lack of photographic approaches missing in national entries which tend to favour image capture and image manipulation. Through hands on workshops, we will explore how students must demonstrate both aesthetic and technical considerations in their work. Using aperture, shutter speed, depth of field & ISO, i.e. Camera Craft, we will explore 'off the shelf' teaching strategies which respond successfully through skill-based activities exploiting contextual sources in an analytical and critical manner. This course will put you in the 'shoes' of your students, take you by the hand and provide you with essential skills and ideas for teaching and learning practice across both components for A-Level Photography. Please have a digital SLR camera or bridge camera, fully charged with a memory card during the course.

BENEFITS OF ATTENDING

- Enable your students to meet the higher-grade boundaries in this title
- Teach your students to use an SLR or bridge camera with skill and confidence
- Employ camera functions manually and creatively
- Utilise skills and techniques to respond to starting points in an informed way
- Focus on 'intent' when planning for photography
- Reach the top mark band or A* by extended thinking within your student's photography work
- You must bring a digital SLR camera or bridge camera, fully charged with a memory card.



Summer & Autumn 2025

PROGRAMME

Why are there higher-grade boundaries for Photography and how can students achieve them?	10.00am
<ul style="list-style-type: none"> • Exploring Exposure Workshop Pt 1 • Examine the uses of Photography • Technical and Aesthetic • Importance of 'Intent' and planning • Genres and contextual references Composition practical workshop - "50 Steps" Getting to know your camera. 	
Break	11.15am
Working manually with your Digital SLR - Component 1 Portfolio/ Personal Investigation	11.30am
<ul style="list-style-type: none"> • Aperture override - building confidence with camera control • Using shutter speed creatively - "Cog Wheel Approach" • Importance of recording to raise attainment • Exploring Exposure Workshop Pt 2 • Technical considerations with ISO & white balance - "The Bucket Theory" 	
Lunch	12.30pm
Responding to a Theme - Component 2, The Externally Set Assignment	1.15pm
<ul style="list-style-type: none"> • Let's get creative! - Inspirational workshop based on informed responses to: • Contextual references • Genres • Areas of study within Photography (Lens-based and Light-based media) • Show & Share 	
Break	2.15pm
Building intent and extending thinking - Reaching for A*	2.30pm
<ul style="list-style-type: none"> • Higher level thinking strategies • Appropriate intentions • Meaningful explorations • Personal responses • Building a scheme of work • Sequence of operations vital for a successful Photography course Production quality • Important factors, the "Must Have's" • Documenting "The Journey" for assessment success 	
Depart	3.30pm



GCSE Art & Design: Aiming for Grades 8-9

Course Code: **T0202**
 Course Leader: **Mark Coombe**
 London: **Monday 07 July 2025**
 London: **Tuesday 18 November 2025**

ABOUT THIS COURSE

This new course focusses on meeting the demands of the higher-level marking bands across the specification components. It will focus on exploring the characteristics of work produced by students working at the highest levels and will demonstrate teaching and learning ideas which will stretch and challenge able students and develop their higher-level skills. Using feedback from the most recent results, the course will explore what is expected of high ability students and outline ways to build your teaching practice around this. Emphasis will also be on assessing with confidence, and will include practical examples, explorations, active discussions, to give all teachers valuable guidance and practical advice.

BENEFITS OF ATTENDING

- Find out the very latest on how the current situation will affect your teaching and assessment
- Focussed on identifying the demands of Grades 8-9 students and providing materials to help teachers prepare students effectively.
- Gain enhanced understanding of the specific assessment demands of the GCSE Art & Design for higher level students
- Gain insight into what examiners are looking for at the highest grades
- Explore exemplar materials to identify characteristics of outstanding work

PROGRAMME

Focus on Assessment demands for Grades 8-9 including feedback 10.00am

- Examine the assessment objective specific demands of both components. The use of assessment objectives as a framework for Pearson directed learning.
- Consider the most successful national models for delivery of the course to ensure effective assessment practice across 2 years
- Review characteristics of Grade 8-9 students in GCSE Art & Design
- Providing positive change in order to achieve the higher grades
- Developing ways that students can use sources to inspire the development of ideas, drawing on: the work and approaches of artists, craftspeople or designers from contemporary and/or historical contexts, periods, societies and cultures, environments, situations or issues
- Where, when and in what form should students demonstrate the ability to develop their ideas through investigations informed by selecting and critically analysing sources

Break

11.00am

Achieving Grades 8 – 9 in Component 1: Portfolio 11.15am

- What Grades 8-9 look like in Component 1 and what moderators expect to see to award marks across the top mark bands.
- Exploring ways in which to encourage the higher ability students to use the assessment criteria to greatest effect.
- Evidencing within your students' work the different purposes, intentions and functions of art, craft and design in a variety of contexts which are relevant & appropriate.
- Employing the above as a key strategy within the Component 1 Supporting Studies and Personal Responses.

Lunch

12.45pm

Component 2: the Externally Set Assignment 1.45pm

- Analysing a top-grade Assignment: applying the mark scheme with confidence and using it with your students
- Challenging and stretching high level students to reach the highest grades
- How to develop creative, imaginative and intuitive capabilities when exploring and making images, artefacts and products throughout both components
- How to ensure your students exploit drawing at the heart of art, craft and design – from initial sketches and detailed observations to wild mark-making and expressive lines
- Workshop on how students can develop critical understanding through investigative, analytical, experimental, practical, technical and expressive skills

Stretching and challenging the most able 3.00pm

- Teaching practical skills ensuring that high ability students improve performance across both components
- Ideas and approaches to refine the final realisations in high ability students' work
- How to ensure students develop an awareness of the purposes, intentions and functions of art, craft and design in a variety of contexts and as appropriate to students' own work
- Practical methods to enable students to record their ideas, observations, insights and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses

Depart

3.45pm

AQA GCSE ART & DESIGN

New to Teaching AQA GCSE Art & Design

Course Code: **T0198**
 Course Leader: **Dr Helen Jones**
 Online: **Friday 27 June 2025**
 Online: **Tuesday 09 December 2025**

ABOUT THIS COURSE

This course offers an introduction and overview of AQA GCSE Art & Design, providing essential skills and tips in how to effectively deliver the specification, ensuring maximum student engagement and maximum attainment. It is suitable for anyone just starting to teach Art, in their first few years of teaching or lacking confidence in teaching AQA GCSE Art. Whilst the focus of the day will be on the AQA course, many of the ideas will be applicable to all Art & Design lessons.

BENEFITS OF ATTENDING

- Provide teachers of GCSE Art with the material and confidence to teach effectively to all ability ranges.
- Obtain an exceptional understanding of the key challenges in GCSE Art and how to teach them.
- Learn how to take a Level 4 student and help them attain a Level 9.
- Gain insight into the content of the course, the exam structure and how the exams are marked.
- Leave with resources ready to use.
- Understand how to scaffold lower ability students and stretch higher ability students.
- Find out more about practical strategies for creative risk taking which leads to highest results.



PROGRAMME

Subject Content of the Specification 10.00am

- What's involved in the course? Exploring the key challenge spots, and ways to structure your teaching to give time to the most demanding sections
- Review characteristics of exemplar work in AQA GCSE Art & Design
- What are the standards in each component?
- Component 1: Portfolio – exploring in more depth
- Component 2: Externally Set Assignment – exploring in more depth

Break

10.45am

Component One: The Key Challenges of the Portfolio 11.00am

- Choosing the project that will unlock student potential – building on prior knowledge
- Practical strategies to experimentation with a purpose
- How do I know when a student has reached the top of the assessment bands?
- Teaching lower and higher ability students to ensure success
- What does evidence look like in Component 1 and what do AQA moderators expect to see to award marks across the mark bands?

Ways to Develop Students' Drawing Skills 12.00pm

- Ideas and approaches to developing students' skills in drawing as process, practice and purpose
- Organising and presenting work effectively
- Successful approaches to constructing a portfolio with drawing in its various forms at its basis
- How to support students in realising their intentions in final outcomes.

Lunch

12.45pm

Component Two: Successfully Teaching the Externally Set Assignment 1.45pm

- Useful advice on how to approach the teaching of the Externally Set Assignment – effective strategies, methods and techniques
- Scenarios and responses in the Externally Set Task
- Responding to starting points effectively – examples
- Choosing the project that will unlock student potential
- Where and why students can struggle with this component
- What are the key points for examination success in component 2?

Planning your course and assessments over 2 years 2.45pm

- Effectively structuring your course to maximise end outcomes
- How to confidently assess your students, give effective feedback, and ensure they remain on track throughout the two-year course – how to structure for this
- Strategies to prepare your students for the assessments and examination.
- How can you track and use intervention models effectively?
- How can I challenge and stretch and challenge more able students to reach the highest grades?

Depart

3.30pm



NEW Ready, Set, Revise! High-Impact Strategies for Exam Success

A-Level Course Code: **T0380**
Course leader: **Rosie Hussain**
London: **Tuesday 09 December 2025**

GCSE Course Code: **T0381**
Course leader: **Rosie Hussain**
London: **Tuesday 16 December 2025**

ABOUT THESE COURSES

These two brand-new courses are designed to provide both A-Level and GCSE teachers with the confidence and skills needed to implement high-impact revision strategies and support their students in mastering exam techniques, regardless of the subject taught. With a strong focus on metacognition, self-regulated learning, and exam expectations, these courses provide clear, evidence-based guidance on optimizing study time and embedding powerful levers to enhance learning and improve student outcomes.

BENEFITS OF ATTENDING

- Develop a deeper understanding of metacognition and self-regulated learning to support student independence
- Gain insights into effective study behaviours that enhance exam success
- Explore how to maximise student marks by understanding examiner expectations for top-level responses
- Learn evidence-based revision strategies that improve knowledge retention, application, and exam performance
- Receive practical resources and guidance on implementing high-impact study techniques.
- Engage in discussions, share best practices, and refine strategies to enhance learning outcomes across all subjects.

PROGRAMME

A-Level Version Please visit keynoteeducational.co.uk for the GCSE version

Elevating A-Level Study Skills	10.00am
<ul style="list-style-type: none"> • The shift from GCSE to A-Level: Key differences in expectations • Understanding cognitive load: Strategies to manage complex content • Self-regulated learning – becoming an independent learner • Advanced note-taking techniques – Cornell method, mind maps, and summarisation • Common student pitfalls and how to overcome them 	
Break	11.00am
High-Impact Revision Strategies for A-Level	11.15am
<ul style="list-style-type: none"> • Retrieval practice – embedding knowledge into long-term memory • Spaced repetition – structuring revision for maximum retention • Interleaving – mixing topics for deeper understanding • Dual coding – combining visuals and words for effective learning • Applying knowledge in context – using real-world examples to strengthen understanding 	
Lunch	12.00pm
Mastering A-Level Exam Techniques	1.00pm
<ul style="list-style-type: none"> • Dissecting exam questions – understanding command words & assessment objectives • Structuring top-grade responses – writing with clarity, depth, and precision • Developing critical thinking skills – evaluation, analysis, and synthesis • Time management in exams – strategies for completing papers effectively • Using examiner reports & mark schemes to refine responses 	
Managing Stress & Staying Motivated	2.00pm
<ul style="list-style-type: none"> • Growth mindset strategies – developing resilience and confidence • Well-being during revision – maintaining balance and avoiding burnout • Effective study schedules – planning for peak performance • Preparing for university & beyond – making the most of A-Level studies 	
Questions, Reflection & Next Steps	3.00pm
<ul style="list-style-type: none"> • Key takeaways from the session • Personal action planning for improved revision and exam readiness • Final Q&A to address individual concerns 	
Depart	3.30pm

Elevate Exam Success with Ready, Set, Revise!

Our **Ready, Set, Revise!** courses offer maximum flexibility, bringing expert-led revision sessions to your school or college, whether for leaders, teaching staff or even directly to students preparing for their upcoming exams.

Choose from our pre-written courses or tailor them to meet the needs of your leaders, teachers or students, including subject-specific focus at **A-Level** or **GCSE**.

To learn more about how **Ready, Set, Revise!** can support your school, get in touch with our team today!

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Unlock Success with Keynote Educational

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 Teacher CPD Courses, National Conferences, In-School Teacher Events, Student Revision Events and Exam Marking. With an innovative and rich history spanning over 25 years, our commitment remains strong in empowering teachers and supporting students in maximising their potential.

Teacher CPD Courses

Informative and engaging CPD courses in a vast range of subjects and leadership areas, designed by our expert in-house team and dynamic course leaders.

“

More practical courses like this, please! I left with lots of ideas I started applying the next day. It was absolutely brilliant, and the instructor was amazing. Please do more like it, Keynote!

Hammersmith Academy

National Conferences

Our national conferences bring together leading experts and practitioners, focusing on the key priorities and challenges in education.

”

The conference exceeded my expectations, which were already high. Excellent takeaways, fun and engaging sessions. I can easily imagine using it in my school!

Loughborough Grammar School

In-School Teacher Events

All our courses can be offered and delivered as in-school sessions and tailored to your schools' specific needs.

“

Keynote delivered another informative and engaging CPD event at Harris Crystal Palace. Teachers from across the Academy benefited from expert-led Teaching and Learning sessions, with ample opportunities to share good practice and implement new curriculum strategies.

Harris Federation

We were delighted to welcome back Keynote Educational for an in-school student event. This interactive revision day was packed with high-impact strategies students could immediately apply to their exam preparation. With high-quality resources delivered by an experienced AQA examiner, the day ensured students felt confident and fully prepared for their exams.

West Kirby School & College

”

Student Revision Events

GCSE and A-Level revision sessions delivered in school by expert examiners, tailored to your student's needs.

Exam Marking

Fast, accurate, unbiased assessment and feedback for your students and teachers. Covering GCSE and A-Level subjects and all major exam boards.

“

Keynote has been a game-changer, ensuring our mock exams mirror the real thing, maintaining high accuracy and quality. This invaluable service lightens teacher workload and empowers them to concentrate on impactful classroom interventions. Our students experience a seamless transition from mocks to the actual exams, setting them up for success.

Resilience Multi Academy Trust



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Opening New Doors in Teaching & Learning