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Summer 2026

CPD Courses

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History Leadership

T0029	Outstanding Leadership of a History Department	London: Monday 15 June 2026
T0272	History Strong Foundations: A Guide for Early Career Teachers	Online: Wednesday 03 June 2026

A-Level History

T0030	Outstanding Teaching in A-Level History	London: Tuesday 23 June 2026
T0034	Teaching AQA A-Level History for the First Time	London: Tuesday 30 June 2026
T0035	AQA A-Level History: Aiming for A/A*	London: Tuesday 07 July 2026
T0032	AQA A-Level History: Achieving Success in the NEA	London: Monday 06 July 2026
T0036	Teaching OCR A-Level History for the First Time	London: Tuesday 30 June 2026
T0037	OCR A-Level History: Aiming for A/A*	London: Tuesday 07 July 2026
T0039	Teaching Pearson Edexcel A-Level History for the First Time	London: Wednesday 01 July 2026
T0038	Pearson Edexcel A-Level History: Aiming for A/A*	London: Wednesday 08 July 2026

GCSE History

T0356	New to Teaching AQA GCSE History	London: Thursday 02 July 2026
T0357	Maximising Outcomes in AQA GCSE History	London: Thursday 18 June 2026
T0045	New to Teaching Pearson Edexcel GCSE History	Online: Tuesday 23 June 2026
T0355	Maximising Outcomes in Pearson Edexcel GCSE History	Online: Friday 03 July 2026

KS3 History

T0429	NEW KS3 History	Thursday 04 June 2026
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Outstanding Leadership of a History Department

Course Code: **T0029**
 Course Leader: **Keith Milne**
 London: **Monday 15 June 2026**

OVERVIEW

This ever-popular course is designed for current and aspiring Heads of History who want to build and sustain a high-performing, intellectually vibrant department. It explores the key qualities of effective subject leadership and how these translate into a clear vision for curriculum design, teaching and learning, and student achievement.

Delegates will examine strategies for evaluating departmental strengths, identifying areas for improvement, and setting ambitious targets for progress and attainment. The course also considers how to develop a rich, enquiry-driven history curriculum that inspires curiosity while supporting wellbeing and future aspirations. Practical guidance will help leaders motivate teams, share a strong departmental vision, and drive sustained improvement in outcomes.

BENEFITS OF ATTENDING

- Develop the qualities and skills of an outstanding Head of History
- Find out more about excellent department evaluation: identify gaps and create strategies to fill those gaps
- Understanding the “Deep Dive” process and its implications for your department
- Meaningful conversations about your curriculum: Intent, Implementation and Impact
- Take away strategies, specific to History to lead and inspire outstanding teaching and learning

PROGRAMME

10.00am: Leadership and Vision: The Qualities and Skills of an Outstanding Head of History

- The qualities of an outstanding Head of History and why vision should come before strategy
- Evaluating your department: strengths, gaps and priorities for improvement
- Defining what an outstanding History department looks like
- Addressing the key leadership challenges facing Heads of History

11.00am: Break

11.15am: Deep Diving Your Department

- Understanding the Ofsted ‘Deep Dive’ process and implications for History
- Evaluating departmental performance and identifying next steps
- Leading departmental improvement and change effectively
- Applying EIF principles: sequencing, curriculum ambition and Intent, Implementation, Impact

12.15pm: Curriculum Implementation: Leading History Teaching, Learning and Assessment

- Reviewing curriculum models to support excellent teaching and learning
- Modelling strong classroom practice and supporting colleagues
- Strategies to raise attainment for lower-attaining students
- Stretching and challenging the most able across Key Stages

1.00pm: Lunch

2.00pm: Managing People with Skill and Confidence

- Evaluating staff performance and supporting professional development
- Knowing when to lead, manage or coach colleagues
- Building a strong and effective departmental team
- Working confidently with SLT and the wider school context

2.45pm: Assessment, Monitoring, Tracking and Intervention

- Establishing strong systems for teaching, learning and assessment
- Using data effectively for monitoring, tracking and feedback
- Planning targeted interventions to support improvement
- Writing clear, accurate and meaningful reports

3.30pm: Creating a Culture of Creativity and Challenge

- Building a departmental culture of challenge and progression
- Developing enrichment and extra-curricular opportunities
- Turning History trips into outstanding learning experiences
- Working collaboratively with SLT

4.00pm: Depart

History Strong Foundations: A Guide for Early Career Teachers

Course Code: **T0272**
 Course Leader: **Keith Milne**
 Online: **Wednesday 03 June 2026**

OVERVIEW

Designed for early career history teachers, this course provides practical strategies for building strong classroom foundations. It focuses on developing historical thinking, using primary sources effectively, inclusive teaching approaches, and assessment techniques that prepare students for success at GCSE and A-Level.

PROGRAMME INCLUDES

- Teaching Historical Thinking Skills
- Using Primary Sources and Interpretations in the Classroom
- Inclusive History Teaching
- Assessment and Feedback
- Exam-Level Teaching for GCSE and A-Level

NEW Brilliant KS3 History Teaching: Curriculum, Literacy and Historical Thinking

Course Code: **T0429**
 Course leader: **Alex Anderson**
 Online: **Thursday 04 June 2026**

OVERVIEW

This course explores how to design and teach a high-quality KS3 History curriculum. It focuses on effective curriculum sequencing, strengthening literacy and historical writing, and using meaningful assessment. Delegates will gain practical strategies and ideas to build curiosity, rigour and strong historical understanding in KS3 students.

PROGRAMME INCLUDES

- What Makes Excellent KS3 History? Setting the Foundations
- Where to Start? Improving and Implementing a Successful KS3 History Curriculum
- Literacy and History: Strengthening Reading and Disciplinary Literacy at KS3
- Write Like a Historian – Developing Strong Historical Writing at KS3
- Mastering Assessment at KS3
- Reflection, Planning and Next Steps

Outstanding Teaching in A-Level History

Course Code: **T0030**
 Course Leader: **Denise Morris**
 London: **Tuesday 23 June 2026**

OVERVIEW

This new practical course focuses on strategies and approaches in teaching and learning, to embed a culture of high expectations, high challenge and high achievement in A-Level History. Aimed for teachers in their first 3 years of teaching A-Level History and those wanting to refresh their practice, the course will cover teaching methods and approaches that maximise high achievement and includes memorisation, retrieval, interleaving, deep practice, flipped learning, effective study strategies, spaced repetition, flashcards, apps and more. This course absolutely guarantees refreshed, creative approaches and take away strategies to enhance teaching and learning in A-Level History.

BENEFITS OF ATTENDING

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

PROGRAMME

10.00am: The Assessment Demands for Top Grade Outcomes in A-Level History

- Barriers to achieving high grades in recent exams and what examiners expect from top-band responses
- Developing effective essay planning strategies for exam conditions
- Supporting students to consistently reach the highest mark bands

10.45am: Break

11.00am: Fresh and Innovative Strategies for Teaching A-Level History

- Using flipped learning and screencasts to deepen understanding
- Applying the Cornell note-taking method to interrogate historical content
- Maximising deliberate practice and higher-order thinking in lessons

11.30am: Motivating and Engaging Lower-Attaining Students

- Understanding low effort vs low performance and responding effectively
- Cooperative learning strategies to increase engagement
- High-impact study and memorisation strategies to improve retention and performance

12.15pm: Strategies to Promote Retrieval, Spacing and Interleaving

- Using retrieval-based starters and memory platforms to strengthen recall
- Building synoptic links between historical knowledge and skills
- Planning for spaced practice, interleaving and long-term retention

1.00pm: Lunch

2.00pm: Stretching and Challenging the Most Able Students

- Advanced revision approaches including the Leitner system and flashcard apps
- Helping students create effective study materials
- Promoting higher-order thinking and analysing A* responses to model excellence

2.45pm: Break

2.50pm: Unpicking Exam Questions and Developing AO Evaluation Skills

- Using model answers to explore examiner expectations
- Strengthening AO application and evaluation
- Understanding assessment objectives and the language of mark schemes

3.20pm: Exam Revision and Technique

- Identifying common exam mistakes in content and skills
- High-impact exam technique strategies for improved performance
- Using deliberate practice methods such as dual coding and interleaving

3.50pm: Depart

Teaching AQA A-Level History for the First Time

Course Code: **T0034**
 Course Leader: **Denise Morris**
 London: **Tuesday 30 June 2026**

OVERVIEW

This course is designed for teachers who are new to teaching AQA A Level History, or who wish to improve their understanding to enable their students to succeed. The sessions are designed to improve delegates' understanding of the AQA specification and ensure that students have the best opportunity to maximise their potential grades. The course will also demonstrate practical teaching and learning strategies for incorporating key themes and concepts across all three of the specification components. We will also investigate differing methods of delivering the NEA. Led by current expert examiner and teacher, Denise Morris, the course is designed for new and recently qualified teachers of AQA A Level History.

BENEFITS OF ATTENDING

- Develop teaching resources and strategies for ensuring all students will succeed in AQA A Level History
- Gain exact insight into the skills examiners are looking for
- Explore practical approaches to incorporating key themes and concepts in lessons
- Enhance your understanding of the role of the NEA and consider varied approaches to producing high quality coursework

PROGRAMME

10.00am: Knowing Where to Start

- What does success look like in A level history?
- Consideration of the particular implications of the Linear 2-year course
- Dealing with features, issues and concepts and enabling students to become critical and reflective thinkers
- Effective differentiation: Facilitating access for all students to sources and interpretations, with particular emphasis on Section A examination technique
- Ensuring understanding of the key concepts of breadth and depth

10.45am: Break

11.00am: Incorporating Skills from Day One

- The key concepts of AO1: cause, consequence, change, continuity, similarity, difference and significance
- Getting the questioning right: higher order questioning techniques
- Developing an appreciation of the key themes of a unit
- Building vocabulary; the use of appropriate terminology

11.20am: Teaching Sources – Component Two

- Using the right level of sources
- Strategies for accurate retrieval of information from sources
- How much to comment on content, and how much to comment on provenance?
- Focusing on value; demonstrating understanding of the full demands of the question
- Tone and emphasis

12.00pm: Teaching Interpretations – Component One

- Instilling confidence in learners; convincing students their critique is worthwhile
- Guidance on where to find interpretations
- Practical approaches to developing skills of analysis and evaluation
- Effective application of historical context

12.45pm: Lunch

1.45pm: Teaching for High Quality Essays

- What examiners expect to see in higher level responses in both breadth and depth essays
- Examples of good and less good responses
- Understanding historical significance and providing substantiated judgement
- What distinguishes a synoptic essay?

2.45pm: Preparing for the Non-Examined Component

- Planning for the NEA and how to include this in your Scheme of Work
- Writing a strong proposal title which will facilitate success for your students
- Practical approaches to milestones and progress
- Exactly how much support to give to students in the NEA
- Comparison of advantages and disadvantages of the widely differing approaches taken to coursework
- How not to let it take over in Year 13

3.45pm: Depart

AQA A-Level History: Aiming for A/A*

Course Code: **T0035**
Course Leader: **Denise Morris**
London: **Tuesday 07 July 2026**

OVERVIEW

This popular course is designed for teachers of AQA A-Level History who want to help their students achieve the highest grades. It focuses on what examiners expect from A/A* students and how teaching can be shaped to stretch and challenge the most able.

The course explores practical strategies for developing the knowledge, skills and exam techniques required for top-band performance. It examines what distinguishes the strongest responses, alongside effective revision approaches and classroom strategies that help high-attaining students stand out and succeed in their final examinations.

BENEFITS OF ATTENDING

- Focused on identifying the demands of Grades A & A* and providing materials to help teachers prepare students effectively
- Emphasis on teaching approaches which are most effective with able students
- Focus on teaching approaches which stretch and challenge beyond A-Level
- A detailed look at the different demands and types of questions

PROGRAMME

10.00am: Grades A & A*: Key Student Behaviours

- Understanding the specification structure and using it to plan for top-end success
- Exam feedback and what it reveals about expectations for A/A* students
- Distinguishing between Grade A and A* performance and identifying high-attaining students
- Developing high-level historical skills, making synoptic links across the specification, and avoiding common pitfalls that cost top grades

10.45am: Break

11.00am: Sources – The Key Challenges for A/A* Students

- Moving beyond simple assertions of value to develop convincing evaluative arguments
- Knowing when to analyse tone, emphasis and provenance without relying on formulaic approaches
- Interrogating sources effectively by balancing value, limitations and cross-referencing
- Strategies to produce high-level source analysis and secure top grades

12.00pm: Interpretations – The Key Challenges for A/A* Students

- Evaluating interpretations by linking sub-arguments clearly to the central argument
- Understanding the advantages and risks of omission in interpretation analysis
- Developing academic confidence in evaluating historians' interpretations
- Strategies for achieving A/A* responses on interpretation questions

1.00pm: Lunch

2.00pm: Stretching and Challenging Able Students in High Quality Essay Responses

- Understanding the different demands of breadth and depth essay questions
- Ensuring essays maintain clear judgement and analytical focus throughout
- Developing the sophistication expected in A/A* responses
- Handling historiography effectively while building advanced vocabulary and analytical skills

2.45pm: Break

2.50pm: Finishing Touches: Coursework for Grade A/A* Students

- Setting challenging coursework questions and promoting student ownership of the investigation
- Understanding the characteristics of fully analytical A/A* coursework responses
- Selecting and integrating sources and interpretations to build persuasive historical studies

3.15pm: Exam Tactics for Reaching the Highest Grades

- Identifying the key challenges facing A/A* students across the course
- Strengthening retention, recall and chronological understanding
- Using varied commentary and practice activities to stretch the most able
- Revision strategies that support the production of high-grade essays

3.45pm: Depart

AQA A-Level History: Achieving Success in the NEA

Course Code: **T0032**
Course Leader: **Keith Milne**
London: **Monday 06 July 2026**

OVERVIEW

This course focuses on all aspects of the AQA A-Level History NEA, from designing strong investigation questions to selecting appropriate source material and managing the supervision process within school. It also explores effective departmental standardisation and internal moderation to ensure consistency and confidence in assessment.

The course develops teachers' understanding of how to guide and assess student work across the three assessment objectives. It also highlights teaching and assessment strategies that support stronger student performance, with a particular focus on using assessment for learning to improve outcomes.

BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands
- Discover what moderators are looking for in top band answers
- Improve your assessment and student responses
- Strengthen your approach to producing high level evaluative work on sources and interpretations
- Take away strategies and approaches to maximise students' marks in each AO

PROGRAMME

10.00am: Designing the Best Question and Ensuring a Student Sticks to it

- Develop a critical understanding of exam board requirements
- Gain an appreciation of the precise demands, especially for breadth / context in AO1
- Evaluate past questions and appreciate the difference between approval and advice
- The best practice in ensuring that students understand how to approach the design of questions
- Creating an effective atmosphere of enquiry and embedding this in an appropriate and easily accessed question

10.30am: Managing the NEA in the Department - Marking and Moderation

- The best time to launch the NEA. Planning out the year for students
- The advantages and disadvantages of dividing up delivery by AO
- What support can be offered to whole groups and individually?
- The potential issues in reviewing draft work
- Establishing the standard using TOLs. Creating effective moderation systems and proving that best practice has been adhered to

11.15am: Break

11.30am: AO1 - Writing the 'Essay'

- Understanding the requirements of AO1
- The problem of breadth. Ensuring that an appropriate, contextual response is developed
- Analysis and evaluation – ensuring that the response moves out of Level 2
- Focus on the effective use of annotation
- Guiding students to produce a clear answer to the question

12.20pm: Lunch

1.20pm: AO2 - The Value of Sources

- Where to acquire the sources. Website analysis
- The integration of sources into the broader response
- How to focus on value – moving beyond simple summation
- Guidance on how much to write for each source, where to place them and what exactly moderators expect in the highest levels

2.10pm: Break

2.15pm: AO3 - The Interpretation

- Defining an academic interpretation
- Ensuring that the interpretations have the easiest historical opinions to assess
- Consideration of the precise style of language liked by moderators
- Effective quotation that moves beyond precis
- The integration of the interpretation and how to avoid the sectional approach

3.15pm: Finalising and submission

- Moving from the plan to the finished piece. What exactly do moderators expect in the finished NEA
- Ensuring that the work is bespoke and can be signed off as the student's own
- The submission of the sample – how to ensure that the moderator receives all that is expected
- Managing student expectation and the internal appeals process

3.40pm: Depart

Teaching OCR A-Level History for the First Time

Course Code: **T0036**
 Course Leader: **Keith Milne**
 London: **Tuesday 30 June 2026**

OVERVIEW

A practical introduction for teachers new to OCR A-Level History. The course provides clear guidance on the specification, assessment criteria, and exam requirements, alongside effective teaching strategies to develop students' analytical and essay-writing skills and help them maximise their potential in the final examinations.

PROGRAMME INCLUDES

- Introduction and the Assessment Criteria
- Tackling the Difference between Knowledge and Understanding
- Essay Skills for all Papers
- Managing the Topic Based Essay
- Tackling Source Analysis
- Final Tips and Plenary

OCR A-Level History: Aiming for A/A*

Course Code: **T0037**
 Course Leader: **Keith Milne**
 London: **Tuesday 07 July 2026**

OVERVIEW

This course focuses on helping teachers stretch high-attaining OCR A-Level History students to achieve A and A*. It explores examiner expectations, characteristics of top-band answers, and practical strategies to develop analytical, evaluative, and exam skills so students can maximise marks and succeed in the final examinations.

PROGRAMME INCLUDES

- Grades A & A*: Key Student Behaviours
- Sources – The Key Challenges for A/A* Students
- Interpretations – The Key Challenges for A/A* Students
- Stretching and Challenge Able Students in High Quality Responses for Essays
- Finishing Touches: The Coursework for Grade A/A* Students
- Exam Tactics for Reaching the Highest Grades

Teaching Pearson Edexcel A-Level History for the First Time

Course Code: **T0039**
 Course Leader: **Keith Milne**
 London: **Wednesday 01 July 2026**

OVERVIEW

A practical course for teachers new to Pearson Edexcel A-Level History. It provides clear guidance on the specification, exam structure, and key assessment skills such as interpretation and analysis, alongside effective classroom strategies to help students develop strong historical thinking and achieve success in the final examinations.

PROGRAMME INCLUDES

- Knowing Where to Start
- Incorporating Skills from Day One
- Key Ideas for Teaching Essay Writing Skills with Students Across Papers 1, 2 and 3
- The Exams – What is Expected
- Effectively Teaching Source Skills with Students
- The Historical Investigation- How to Complete the Coursework

Pearson Edexcel A-Level History: Aiming for A and A*

Course Code: **T0038**
 Course Leader: **Keith Milne**
 London: **Wednesday 08 July 2026**

OVERVIEW

This course helps teachers support high-attaining students aiming for A and A* in Pearson Edexcel A-Level History. It explores the characteristics of top-grade responses, examiner expectations, and effective strategies for developing advanced analytical, source, and essay skills to maximise performance in the final examinations.

PROGRAMME INCLUDES

- Grades A & A*: Key Student Behaviours
- Sources – The Key Challenges for A/A* Students
- Interpretations – The Key Challenges for A/A* Students
- Stretching and Challenge Able Students in High Quality Responses for Essays
- Finishing Touches for Grade A/A* Students
- Exam Tactics for Reaching the Highest Grades

New to Teaching AQA GCSE History

Course Code: **T0356**
 Course Leader: **Alex Anderson**
 London: **Thursday 02 July 2026**

OVERVIEW

A practical introduction for teachers new to AQA GCSE History. The course provides clear guidance on the specification, assessment requirements, and exam structure, alongside effective teaching strategies to develop students' source analysis, interpretation, and extended writing skills.

PROGRAMME INCLUDES

- Understanding the AQA GCSE History Specification
- Planning and Delivering Engaging Lessons
- Mastering Exam Skills
- Supporting Student Progression and Achievement
- Moving Forward – Teaching with Confidence

Maximising Outcomes in AQA GCSE History

Course Code: **T0357**
 Course Leader: **Alex Anderson**
 London: **Thursday 18 June 2026**

OVERVIEW

This practical course helps history teachers support students aiming for their best possible grades in AQA GCSE History. Led by experienced examiner Alex Anderson, it explores strategies for understanding mark schemes, improving exam technique, and strengthening extended writing and source analysis, with practical materials and revision strategies to maximise student achievement.

PROGRAMME INCLUDES

- Getting the Basics Right
- Developing Written Responses (16- and 12-mark questions)
- Tackling Source and Interpretation Questions
- The Thematic Study and Historic Environment

New to Teaching Pearson/ Edexcel GCSE History

Course Code: **T0045**
 Course Leader: **Malcolm Chandler**
 Online: **Tuesday 23 June 2026**

OVERVIEW

A practical introduction for teachers new to Pearson Edexcel GCSE History. The course explains the structure and demands of the specification, including question types, mark schemes, and key historical skills, while sharing effective teaching strategies to develop students' extended writing, source analysis, and exam confidence.

PROGRAMME INCLUDES

- Pearson/Edexcel GCSE History: An Overview
- Succeeding in Extended Writing
- Tackling Source and Interpretation Questions
- Teaching the Thematic Study

Maximising Outcomes in Pearson Edexcel GCSE History

Course Code: **T0355**
 Course Leader: **Malcolm Chandler**
 Online: **Friday 03 July 2026**

OVERVIEW

This practical course helps history teachers support students aiming for their best possible grades in Pearson/ Edexcel GCSE History. Led by experienced examiner Alex Anderson, it explores strategies for understanding mark schemes, improving exam technique, and strengthening extended writing and source analysis, with practical materials and revision strategies to maximise student achievement.

PROGRAMME INCLUDES

- Getting the Basics Right
- Developing Written Answers to 'Own Knowledge' Questions
- Tackling Source and Interpretation Questions
- The Thematic Study

Empowering Educators, Inspiring Learners, Transforming Futures Delivering Excellence in Education for Over 25 Years

At Keynote Educational, we believe in the power of high-quality teaching and learning development to transform classroom practice and raise student outcomes. For more than two decades, we have worked alongside schools, teachers, and students to deliver training that is impactful, practical, and forward-thinking. Let us support your school's objectives with a tailored package, including teacher and leadership CPD courses, bespoke staff training, impactful student revision events, and expert exam marking.

HISTORY

Teacher CPD Courses

Informative, practical, and inspiring - our CPD courses focus on wide a range of subject specific areas and departmental leadership. Designed by our expert team and delivered by experienced course leaders and examiners, each course offers up-to-date strategies, real classroom insight, and tools to boost teacher confidence and student success.

Leadership CPD Courses

Our leadership courses are engaging, practical, and aligned with the latest priorities and developments. Whether you're stepping into your first leadership role or considering your next career move up the leadership ladder, our courses will give you a deeper understanding of who you are as a leader, what you stand for, and how to move forward with impact.



"As an international school, we benefitted from a tailored CPD course delivered online to our teachers. The trainer's expert guidance allowed us to apply strategies immediately and address follow-up questions. This year, our cohort achieved 100% A-A grades, and the training was key in helping our teachers support pupil success."*

Harrow International School

National Conferences

Our national conferences bring together leading experts, practitioners, and school leaders to explore the most pressing priorities and challenges in education and leadership. Each conference offers high-impact insight, practical strategies and the latest thinking - equipping delegates with knowledge they can take straight back and implement in school.

In-School Teacher Events

Whether it's whole-school training, department development, or leadership support, our in-school sessions provide a flexible, cost-effective way to bring expert-led professional learning to your staff. All our subject and leadership CPD courses can be delivered directly in your school and tailored to meet your specific priorities.

In-School Student Events

High-impact, focused, and flexible, our in-school revision sessions are led by expert and experienced examiners. Designed for GCSE and A-Level students, each event targets key exam techniques, revision strategies, and examiner expectations. Students leave feeling more confident, better prepared, and ready to succeed - with sessions available face to face or online to suit your school's needs.

Exam Marking & Assessment

Fast, accurate, and impartial - our exam marking service provides detailed assessment and feedback for both students and teachers. We only use experienced, exam board-trained examiners to ensure the highest quality and consistency. Covering A-Level and GCSE across all major exam boards, our marking helps identify strengths, target areas for improvement, and prepare students more effectively for final exams.



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REVOLUTION

Let's Work Together

Whether you're planning your next professional development programme or need advice on student revision and assessment, our team is here to help. Let's work together to find the right solutions for your school.



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