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# Leadership

**CPD Courses**

**Summer & Autumn 2025**

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## Upcoming Courses

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

### Leadership

T0282	<b>NEW</b> Learning to Lead a Complex Organisation: A Guide for New Headteachers & Principals	London: Friday 27 June 2025 London: Friday 07 November 2025
T0190	Aspiring Senior Leaders	London: Wednesday 25 June 2025 London: Wednesday 19 November 2025
T0261	<b>NEW</b> Aiming for Excellence: Outstanding Leadership of Teaching & Learning	London: Tuesday 17 June 2025 London: Tuesday 25 November 2025
T0191	New to Head of Department/Year: The Behaviours of an Outstanding Leader	London: Thursday 26 June 2025 London: Thursday 20 November 2025
T0193	Leading Successful Change in Your Department	London: Thursday 03 July 2025 London: Thursday 04 December 2025
T0382	<b>NEW</b> Thriving Through Conflict	London: Thursday 03 July 2025 London: Friday 28 November 2025
T0183	Introduction to Instructional Coaching	London: Tuesday 01 July 2025 London: Tuesday 11 November 2025
T0328	Securing Outstanding Outcomes at Sixth Form	London: Thursday 26 June 2025

### Teaching & Learning

T0379	<b>NEW</b> Leading Learning with Cognitive Science	London: Wednesday 09 July 2025 London: Monday 15 December 2025
T0192	Supercharging your Sessions	London: Wednesday 02 July 2025 London: Wednesday 03 December 2025
T0262	Aiming for Excellence: Outstanding Strategies for Experienced Teachers	London: Monday 16 June 2025 London: Tuesday 02 December 2025
T0281	Aiming For Excellence: NPQ Induction Guidance - Taking the Next Steps to Becoming an Outstanding Teacher	London: Tuesday 10 June 2025
T0283	Aiming for Excellence: ECT Establishing Strong Foundations for Outstanding Teaching	London: Monday 09 June 2025
T0380	<b>NEW</b> Ready, Set, Revise! High-Impact Strategies for A-Level Success	London: Tuesday 09 December 2025
T0381	<b>NEW</b> Ready, Set, Revise! High-Impact Strategies for GCSE Success	London: Tuesday 16 December 2025

### Pastoral & Safeguarding

T0384	<b>NEW</b> Leading Safeguarding: Becoming an Outstanding DSL	London: Tuesday 24 June 2025 London: Monday 08 December 2025
T0383	<b>NEW</b> Therapeutic Listening in Schools	London: Friday 04 July 2025 London: Thursday 27 November 2025
T0385	<b>NEW</b> Understanding Neurodiversity in Schools	London: Wednesday 02 July 2025 London: Thursday 04 December 2025
T0184	Exceptional Pastoral Care	London: Wednesday 18 June 2025 London: Wednesday 19 November 2025



# **NEW** Learning to Lead a Complex Organisation: A Guide for New Headteachers & Principals

(or what the NPQH doesn't teach you!)

Course Code: **T0282**  
 Course Leader: **Dan Cowling**  
 London: **Friday 27 June 2025**  
 London: **Friday 07 November 2025**

## ABOUT THIS COURSE

This brand-new course is designed to support new Headteachers or Principals in coming to grips with the extremely complex nature of leading a school. Schools by their very nature are demanding places to work with many different components to manage (and lead) at any one time. Over the course of the day, we will consider some of the more challenging areas of organisational leadership focusing on the responsibility of steering the direction of the school and setting the tone and culture required to achieve this.

## BENEFITS OF ATTENDING

- Developing an understanding of the responsibility of leading an organisation
- The importance of strategic leadership in setting the direction of the school
- Empowering others to deliver the long-term goals for the school
- Creating a robust and measurable School Improvement Plan
- Building relationships with other like-minded leaders

## PROGRAMME

<b>Understanding Leadership in a School Context</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Exploring leadership in schools, distinguishing between management and visionary leadership</li> <li>• Creating and communicating a shared vision that aligns staff, students, and the community</li> <li>• The importance of modelling behaviour to foster a positive and inclusive culture</li> <li>• Identify key leadership challenges, including managing change and balancing roles</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>The Responsibility of Leading an Organisation – Putting the School First</b>	<b>11.20am</b>
<ul style="list-style-type: none"> <li>• Considering your role as the leader of the organisation; what does the job entail on a day-to-day basis.</li> <li>• Developing an understanding of what it means to put the organisation first rather than individual interests.</li> <li>• Reflecting on the importance of leading the school and how you become the outward face of the organisation.</li> <li>• Developing a clear leadership and accountability structure that is robust and supports the needs of the school.</li> </ul>	
<b>Lunch</b>	<b>12.20pm</b>
<b>How to Lead (and Manage) School Improvement and Development</b>	<b>1.20pm</b>
<ul style="list-style-type: none"> <li>• Identifying the key priorities for the School Improvement Plan in your context and the timeframe for meeting these.</li> <li>• Setting out the improvement plan and the mechanism for delivering against the key priorities.</li> <li>• Developing milestones to monitor the progress in meeting the key priorities and how these can be used to demonstrate progress.</li> <li>• Setting out a mechanism for reviewing progress at incremental points throughout the improvement process.</li> </ul>	
<b>Break</b>	<b>2.20pm</b>
<b>The Challenge of Leading and Managing People</b>	<b>2.30pm</b>
<ul style="list-style-type: none"> <li>• Understanding the importance of tight Human Resources (HR) policies and how these help to underpin the work of the school.</li> <li>• Recruitment and retention strategies to ensure that the school is fully staffed with the best possible people to underpin the work of the organisation.</li> <li>• Crucial conversations: strategies to prepare for these and how to bring about the best outcomes from them.</li> <li>• Making the difficult staff decisions; where to get support; the importance of legal advice and being empathetic throughout.</li> </ul>	
<b>Reflect, Review, Questions</b>	<b>3.30pm</b>
<b>Depart</b>	<b>3.45pm</b>

## TEACHING & LEARNING

# Aspiring to Senior Leadership

'Stepping Up & Being Strategic'

Course Code: **T0190**  
 Course Leader: **Tim Hudson**  
 London: **Wednesday 25 June 2025**  
 London: **Wednesday 19 November 2025**

## ABOUT THIS COURSE

This course, refreshed for 2025 is designed to empower those who are looking to step up to senior leadership. It is a practical course using a mix of discussions, models and theories to explore the new skills of strategic leadership. We'll take time to explore your natural styles of management and then look at new ideas to flex your styles to create impact in different situations, helping you lead with impact.

## BENEFITS OF ATTENDING

- Take time to explore your current management styles and understand where it is effective and what the pitfalls are - develop a toolkit of styles to ensure you are always creating impact
- Explore how a leadership role can create new pulls on your time and look at how these can be effectively managed
- Look at the process of bringing in change and how people will likely react to ensure you can respond effectively
- Explore why people disengage and how you can help them re-engage.



## PROGRAMME

<b>Reflecting on your Natural Style &amp; Building New Skills</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Reflect on your natural leadership style and identify areas of effectiveness</li> <li>• Explore alternative leadership styles to broaden impact and adapt to different situations</li> <li>• Develop a toolkit of leadership styles to flexibly respond to diverse challenges and create impact in innovative ways.</li> </ul>	
<b>Break</b>	<b>11.00am</b>
<b>Balancing a Leader's Responsibilities</b>	<b>11.20am</b>
<ul style="list-style-type: none"> <li>• Explore the inherent tensions between strategic leadership and day-to-day challenges</li> <li>• Recognise the balance required in managing responsibilities for future planning and current issues</li> <li>• Learn from successful leaders' strategies to effectively allocate time and fulfil both aspects</li> </ul>	
<b>Using Vision and Goals To Drive And Manage Change</b>	<b>12.10pm</b>
<ul style="list-style-type: none"> <li>• Transform your vision into a powerful guiding force rather than a mere statement</li> <li>• Align your team with a bold vision to foster buy-in and commitment</li> <li>• Utilise a model inspired by elite sports to set clear goals under the vision, enabling every team member to understand their crucial role in achieving success</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Leading Through Change</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Explore strategies to navigate change and bring your team along</li> <li>• Acknowledge the various emotions and responses that arise during periods of change</li> <li>• Adapt your leadership style to effectively support each team member through the process</li> </ul>	
<b>Break</b>	<b>2.50pm</b>
<b>Helping Disengaged People to Engage</b>	<b>2.55pm</b>
<ul style="list-style-type: none"> <li>• Identify behaviours of disengaged individuals and develop strategies for re-engagement</li> <li>• Address persistent disengagement to prevent damage to team morale and culture</li> <li>• Develop practical plans to lead disengaged team members effectively</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>



# Introduction to Instructional Coaching

Course Code: **T0183**  
 Course Leader: **Collette Clifford**  
 London: **Tuesday 01 July 2025**  
 London: **Tuesday 11 November 2025**

## ABOUT THIS COURSE

This brand-new course has been designed for experienced teachers and leaders in all phases of education who want to learn more about Instructional Coaching and how to implement and develop teacher expertise across a school or trust. The course utilises the latest educational research to demonstrate how Instructional Coaching is one of the most effective forms of continuous professional development. You'll gain the confidence to tailor the approach to your context and develop the knowledge to scale up across your school or trust, benefiting a greater number of staff.

## LEARNING OUTCOMES

- Understand what Instructional Coaching is and how it can be effective to drive professional development.
- Gain the knowledge and skills to implement the six-stage model and the importance of focussed deliberate practice
- Understand the science of teacher learning and how to support behaviour change in our classrooms
- Understand how Instructional Coaching can drive knowledge development for teachers

## PROGRAMME

<b>What is Instructional Coaching?</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Why is Instructional Coaching currently the best evidenced form of CPD? Explore the research underpinning its success</li> <li>• Explore what Instructional Coaching is and the mechanisms to successful implementation</li> <li>• Develop a deep understanding of cognitive load theory and its relevance to Instructional Coaching</li> </ul>	
<b>Understanding the Six Part Model</b>	<b>10.45am</b>
<ul style="list-style-type: none"> <li>• Break down the six stages to the Instructional Coaching Model, Praise, Probe, Action Steps, Deliberate Practice, Plan Ahead, Follow Up</li> <li>• Explore Praise in Action and its importance for building trusting relationships</li> <li>• Analyse the power of video as a reflective tool &amp; how powerful questioning can be used in the Probe</li> </ul>	
<b>Break</b>	<b>11.30am</b>
<b>Six Part Model Continued</b>	<b>11.50am</b>
<ul style="list-style-type: none"> <li>• Explore the four pillars of deliberate practice and how it can be used effectively</li> <li>• Learn how to design/revise/script for a coaching session enabling the coachee to be successful</li> <li>• Learn the importance of establishing timelines for when the action step will be completed</li> </ul>	
<b>Lunch</b>	<b>1.15pm</b>
<b>Implementation and Impact</b>	<b>2.15pm</b>
<ul style="list-style-type: none"> <li>• Explore what successful implementation looks like in the context of your school</li> <li>• Understand how Instructional Coaching can drive knowledge and skills development for teachers</li> <li>• Explore how to embed instructional coaching within your professional development model, looking at the practical and cultural challenges of implementation</li> <li>• Explore the challenges and obstacles, identifying how to mitigate and overcome difficulties</li> <li>• Create an implementation and review cycle for your school setting so you can monitor and evaluate impact</li> </ul>	
<b>Depart</b>	<b>3.30pm</b>



# New to Head of Department/Year: The Behaviours of an Outstanding Leader

Course Code: **T0191**  
 Course Leader: **Tim Hudson**  
 London: **Thursday 26 June 2025**  
 London: **Thursday 20 November 2025**

## ABOUT THIS COURSE

Managing people can be both challenging and really rewarding. Those who are really successful have a wide range of skills to ensure they are great communicators, effective managers and inspirational department or year leads. This course, updated for 2025, has been designed to not only give you key skills to support, challenge, engage, gain the backing of your team, but also to give you the confidence to manage and lead them.

## BENEFITS OF ATTENDING

- Gain key skills in managing people
- Leave with confidence as who you uniquely are as a manager and leader
- Understand your natural style of leadership but also have a range of styles to use to create impact when you need
- Learn to engage people's hearts as well as heads in periods of change

## PROGRAMME

<b>Behaviours of Outstanding Leaders</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Break down the skill sets required for effective teaching, management, and departmental leadership</li> <li>• Develop a personalised vision of excellence and strategies for growth in driving departmental progress forward</li> </ul>	
<b>Becoming Agile with your Style of Leadership</b>	<b>10.40am</b>
<ul style="list-style-type: none"> <li>• Develop a toolkit of leadership styles to consistently create impact</li> <li>• Explore a range of leadership styles to complement your natural leadership tendencies</li> <li>• Understand the spectrum of leadership approaches, from delegation to directive leadership, and identify the benefits and pitfalls of each</li> </ul>	
<b>Break</b>	<b>11.20am</b>
<b>Driving Change</b>	<b>11.40am</b>
<ul style="list-style-type: none"> <li>• Generate exciting department visions to foster unity and engagement.</li> <li>• Integrate departmental goals with development plans for a balanced structure.</li> <li>• Align individual goals with the department vision to ensure active participation and support.</li> </ul>	
<b>Managing Communications &amp; Giving Effective Feedback</b>	<b>12.20pm</b>
<ul style="list-style-type: none"> <li>• Ensure clear and effective communication to prevent message loss or misinterpretation</li> <li>• Choosing appropriate communication mediums and running effective meetings</li> <li>• Explore stakeholder management beyond the team</li> </ul>	
<b>Lunch</b>	<b>1.00pm</b>
<b>Avoiding Managing through a Task List</b>	<b>2.00pm</b>
<ul style="list-style-type: none"> <li>• Navigate the balancing act of managing teams amid new responsibilities and task-oriented KPIs</li> <li>• The risk of neglecting broader responsibilities while focusing solely on task completion</li> <li>• Implement strategies to maintain a balanced approach to team management</li> </ul>	
<b>Break</b>	<b>2.50pm</b>
<b>Keeping Cool in the Chaos</b>	<b>2.55pm</b>
<ul style="list-style-type: none"> <li>• Develop resilience-building strategies to navigate the challenges of leadership</li> <li>• Techniques to reduce pressure and thrive under stress</li> <li>• Implement effective prioritisation, delegation, and celebration of success to maintain team motivation and dedication</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>



## NEW Leading Learning with Cognitive Science

Course Code: **T0379**  
 Course Leader: **Dr Stephen Belding**  
 London: **Wednesday 09 July 2025**  
 London: **Monday 15 December 2025**

### ABOUT THIS COURSE

The best schools don't just focus on what is taught—they focus on how students learn. Cognitive science is transforming education, helping teachers and leaders make informed, high-impact decisions about teaching, learning, and curriculum design.

With increasing emphasis on curriculum impact, student progress, and metacognition, understanding how students retain and apply knowledge is more important than ever. This course will provide practical, evidence-based teaching strategies that improve long-term memory, reduce cognitive overload, and help students become independent, self-regulated learners.

Rooted in the latest research, this intensive one-day course will equip teachers, heads of department, and senior leaders with the tools to drive attainment, close learning gaps, and enhance curriculum outcomes. Whether you want to improve classroom practice, refine your curriculum, or embed a research-informed approach across your school, this course will give you the insights and strategies you need to lead learning effectively.

### BENEFITS OF ATTENDING

- Deliver more effective lessons – Use proven cognitive science strategies that maximise learning and retention
- Improve student outcomes – Apply research-backed methods to drive progress and close learning gaps
- Enhance curriculum design – Structure learning for deep understanding and long-term recall
- Harness AI for teaching – Learn how AI can enhance learning while maintaining academic integrity

### PROGRAMME

<b>Welcome &amp; Course Overview</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Why cognitive science matters and the bridge between research and real classroom impact</li> <li>• The key barriers to student learning and how to remove them</li> <li>• How cognitive science underpins effective curriculum design and student progress</li> <li>• What outstanding teaching looks like, what are the key principles that work in every classroom?</li> </ul>	
<b>The Science of Learning: The Foundations of Outstanding Teaching</b>	<b>10.15am</b>
<ul style="list-style-type: none"> <li>• How students actually learn: working memory, cognitive load, and schema development</li> <li>• The forgetting curve - why students forget and how to stop it</li> <li>• The power of structured learning—why sequencing content correctly boosts retention</li> <li>• The link between learning, attention, and motivation - designing lessons that engage and embed knowledge</li> </ul>	
<b>High-Impact Teaching: What Really Works?</b>	<b>10.45am</b>
<ul style="list-style-type: none"> <li>• Retrieval practice – why frequent, low-stakes quizzes boost long-term memory</li> <li>• Spacing and interleaving – how structuring learning correctly improves retention</li> <li>• Cognitive load theory – reducing overload to maximise student understanding</li> <li>• Dual coding – using visuals effectively to enhance learning</li> <li>• Elaborative interrogation and self-explanation – deepening student understanding through questioning</li> <li>• Direct instruction vs discovery learning – knowing when and how to use each method</li> </ul>	
<b>Break</b>	<b>11.30am</b>
<b>Metacognition: Teaching Students How to Learn</b>	<b>11.45am</b>
<ul style="list-style-type: none"> <li>• What metacognition is and why it significantly improves student progress</li> <li>• Developing self-regulated learners - helping students take ownership of their learning</li> <li>• Metacognitive questioning – getting students to think deeply and solve problems independently</li> <li>• Strategies for embedding metacognitive approaches across all subjects</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>AI in Education: Transforming Teaching and Learning</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• How AI is reshaping education - what's hype, what's real, and what matters for teachers</li> <li>• The best AI tools for differentiation, lesson planning, and assessment</li> <li>• How AI can reduce teacher workload without replacing great teaching</li> <li>• AI vs academic integrity - ensuring students engage with learning, not just copy answers</li> <li>• AI and feedback - can AI support targeted interventions?</li> <li>• Practical strategies for introducing AI in your school or department</li> <li>• How to create a clear school AI policy, ensuring AI is used effectively and ethically</li> </ul>	
<b>Break</b>	<b>3.00pm</b>
<b>Applying Cognitive Science in Your School</b>	<b>3.10pm</b>
<ul style="list-style-type: none"> <li>• How to embed these strategies across a department or whole school</li> <li>• Overcoming resistance to change and ensuring buy-in from staff</li> <li>• The role of leadership in sustaining evidence-based practice</li> <li>• The best resources for continuing professional development and long-term impact</li> </ul>	
<b>Depart</b>	<b>3.40pm</b>

### TEACHING & LEARNING

## NEW Leading Safeguarding: Becoming an Outstanding DSL

Course Code: **T0384**  
 Course Leader: **Karen Hackett**  
 London: **Tuesday 24 June 2025**  
 London: **Monday 08 December 2025**

### ABOUT THIS COURSE

This newly developed course is designed for Designated Safeguarding Leads (DSL), Deputy DSLs (DDSLs), and those aspiring to take on this crucial responsibility. The training will equip delegates with a deep understanding of the DSL/DDSL role, including effective strategies to manage safeguarding responsibilities and foster a culture of safety within your school. Delegates will gain essential knowledge to support staff, parents, and children. By the end of the course, you will take away resources, strategies, and a clearer vision for how to ensure the safety and well-being of every child in your care.

### BENEFITS OF ATTENDING

- Gain a clear understanding of the key responsibilities and skills needed to excel as a DSL/DDSL, ensuring your school's safeguarding culture is exemplary.
- Learn best practices for managing safeguarding referrals, communicating with external agencies, and handling sensitive information with integrity and compliance.
- Explore practical methods to better understand and advocate for the views and needs of children, especially those in vulnerable situations.
- Gain in-depth knowledge of the latest statutory guidance, ensuring that your safeguarding processes remain fully compliant and up to date.
- Collaborate with fellow DSL/DDSLs and safeguarding professionals to exchange ideas, insights, and effective strategies for continuous improvement.
- Create tailored resources to support your role as DSL/DDSL, from reporting templates to communication strategies, and empower your team to keep children safe.

### PROGRAMME

<b>What Makes an Outstanding DSL/DDSL?</b>	<b>10.00am</b>
<ul style="list-style-type: none"> <li>• Engage in interactive discussions to define the key traits of an outstanding DSL/DDSL and reflect on your personal journey in safeguarding</li> <li>• Delve into how to meaningfully listen to and incorporate children's perspectives into safeguarding practice, particularly in cases where their voices may otherwise go unheard.</li> </ul>	
<b>Break</b>	<b>10.40am</b>
<b>The Role of the DSL/DDSL</b>	<b>11.00am</b>
<ul style="list-style-type: none"> <li>• Gain clarity on the primary duties of the DSL/DDSL, focusing on both strategic leadership and day-to-day operational tasks.</li> <li>• Learn how to liaise with social services, the police, and other external bodies to manage safeguarding cases effectively.</li> </ul>	
<b>Managing Referrals, Information Sharing &amp; Raising Awareness</b>	<b>11.45am</b>
<ul style="list-style-type: none"> <li>• Understand the legal and ethical considerations around making and managing safeguarding referrals, ensuring a child-centred approach.</li> <li>• Learn how to build a robust framework for information sharing that protects children while ensuring compliance with GDPR and safeguarding protocols.</li> <li>• Discuss strategies to embed safeguarding throughout the school, creating a culture of vigilance and open communication.</li> </ul>	
<b>Lunch</b>	<b>12.30pm</b>
<b>Providing Support to Staff &amp; Understanding Children's Views</b>	<b>1.30pm</b>
<ul style="list-style-type: none"> <li>• Learn how to provide guidance and support to staff members who may be dealing with safeguarding concerns, ensuring they feel confident in taking appropriate actions.</li> <li>• Explore the importance of understanding the emotional, psychological, and developmental needs of children when safeguarding and decision-making.</li> </ul>	
<b>Making Judgements &amp; Holding and Sharing Information</b>	<b>2.10pm</b>
<ul style="list-style-type: none"> <li>• Learn how to assess risks, make informed decisions, and manage complex safeguarding cases with confidence.</li> <li>• Understand when and how to share sensitive information within the school and with external agencies, balancing transparency with confidentiality.</li> </ul>	
<b>Break</b>	<b>2.50pm</b>
<b>Case Study Analysis and Resource Sharing</b>	<b>3.00pm</b>
<ul style="list-style-type: none"> <li>• Work through a variety of case studies to explore how safeguarding concerns manifest in different contexts, discussing appropriate responses and outcomes.</li> <li>• Exchange practical resources such as templates, policies, and safeguarding tools that can be implemented immediately to enhance your safeguarding practice.</li> <li>• Reflect on your learning journey and share strategies with fellow delegates to improve your practice moving forward.</li> </ul>	
<b>Depart</b>	<b>3.45pm</b>



## **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](http://keynoteeducational.co.uk) for the GCSE version

#### Elevating A-Level Study Skills **10.00am**

- 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**

- 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**

- 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**

- 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**

- 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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to get in touch

# 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.

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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

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

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## National Conferences

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

## In-School Teacher Events

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

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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

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## 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.

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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



Scan the QR code for our full range of services

**Keynote**  
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Opening New Doors in Teaching & Learning