Keynote
educational

Science

CPD Courses

Summer & Autumn 2025

View our full range of courses and book online at **keynoteeducational.co.uk**

Contents

Upcoming Courses

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

Science Leadership

T0148	Outstanding Leadership of a Science Department	London: Tuesday 08 July 2025 London: Tuesday 16 December 2025

Biology

T0334	NEW AQA A-Level Biology: Strategies for Success in the 2026 Exams	London: Monday 14 July 2025
T0153	Outstanding AQA A-Level Biology Teaching	London: Friday 20 June 2025 Online: Thursday 03 July 2025 London: Monday 24 November 2025
T0154	Teaching AQA A-Level Biology for the First Time	London: Wednesday 25 June 2025 Online: Monday 07 July 2025 London: Monday 10 November 2025
T0333	NEW AQA A-Level Biology: Aiming for A/A*	London: Tuesday 01 July 2025 London: Monday 01 December 2025
T0155	Teaching OCR A A-Level Biology for the First Time	London: Thursday 26 June 2025 London: Monday 17 November 2025
T0152	A-Level Biology: Increased Results for Lower Performing Students	London: Thursday 19 June 2025 London: Wednesday 10 December 2025
T0174	A-Level Biology: Improving Engagement and Achievement in Large Mixed Ability Classes	London: Friday 27 June 2025 London: Friday 21 November 2025

Chemistry

T0336	NEW AQA A-Level Chemistry: Strategies for Success in the 2026 Exams	London: Wednesday 16 July 2025
T0393	NEW AQA A-Level Chemistry: Reviewing the 2025 Exams	Online: Wednesday 15 October 2025
T0156	AQA A-Level Chemistry: Maximising Student Outcomes in the Exam Papers	London: Monday 10 November 2025
T0157	Teaching AQA A-Level Chemistry for the First Time	London: Wednesday 18 June 2025 London: Wednesday 05 November 2025
T0335	NEW AQA A-Level Chemistry: Aiming for A/A*	London: Wednesday 02 July 2025 London: Wednesday 03 December 2025
T0159	Outstanding AQA A-Level Chemistry Teaching	London: Wednesday 04 June 2025 London: Wednesday 19 November 2025
T0338	NEW OCR A-Level Chemistry: Strategies for Success in the 2026 Exams	London: Wednesday 09 July 2025
T0394	NEW OCR A-Level Chemistry: Reviewing the 2025 Exams	Online: Wednesday 08 October 2025
T0161	Outstanding OCR A-Level Chemistry Teaching	London: Wednesday 21 May 2025 London: Wednesday 26 November 2025
T0337	NEW OCR A-Level Chemistry: Aiming for A/A*	London: Wednesday 25 June 2025 London: Wednesday 10 December 2025
T0339	Teaching OCR A-Level Chemistry for the First Time	London: Wednesday 11 June 2025 London: Wednesday 12 November 2025

Physics

T0342	NEW AQA A-Level Physics: Strategies for Success in the 2026 Exams	London: Tuesday 15 July 2025
T0396	NEW AQA A-Level Physics: Reviewing the 2025 Exams	Online: Thursday 16 October 2025
T0163	Outstanding Assessment, Marking and Feedback in AQA A-Level Physics	London: Tuesday 01 July 2025 London: Tuesday 13 November 2025
T0164	Teaching AQA A-Level Physics for the First Time	London: Thursday 10 July 2025 London: Thursday 13 November 2025
T0341	NEW AQA A-Level Physics: Aiming for A/A*	London: Monday 07 July 2025 London: Thursday 04 December 2025
T0169	GCSE Physics: Aiming for Grades 7-9	London: Monday 30 June 2025 London: Friday 14 November 2025

Outstanding Leadership of a Science Department

Course Code: **T0148**

Course Leader: **Dr Stephen Belding**

London: **Tuesday 08 July 2025**

London: **Tuesday 16 December 2025**

ABOUT THIS COURSE

Leading in Science can be both exciting and challenging. However, it's no secret that leading a Science department comes with unique complexities. The curriculum is intricate and there are shortages of qualified subject specialists and you'll bear the responsibility of ensuring health and safety compliance and overseeing practical work involving large teams and non-teaching staff.

In this new course, we'll consider what it takes to achieve excellence in a Science department and the pivotal role of the Head of Science in maintaining this excellence. Delegates will take away practical and actionable strategies on how to tackle day-to-day challenges, develop the team and work towards a shared strategic vision. Whether you are currently a Head of Science or aspire to hold such a position, this course is designed to cater to your interests and needs, unlocking the tools and insights to lead with confidence and success.

BENEFITS OF ATTENDING

- Consider what makes a Science department excellent, and the role of the Head of Science in achieving excellence
- Look at ways in which a Head of Science can develop and improve teaching and learning within the department
- Look at a range of strategies for improving and maintaining progression of students into A-Levels
- Enhance your ability to lead, support and nurture teachers in the department
- Examine the yearly workload of a Head of Science and the life cycle of the role
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of Science position
- Understand the importance of key documents and processes including inspections, appraisals and observations

PROGRAMME

Leadership and Vision: The Qualities and Skills of an Outstanding Head of Science — **10.00am**

- Exploring the different skills needed to be personally excellent as a teacher, effective as a manager and inspirational as a leader
- Exploring different styles of leadership and understanding when each style is effective and what the pitfalls might be
- Why vision comes before strategy. What do you do well? Where are the gaps?

Effective Techniques to Drive Department Improvement — **10.30am**

- What is an outstanding Science department? Who says so?
- Planning for accurate department self- evaluation
- Evaluating your department and acting upon this effectively
- Preparing your department for Inspections - how can you make sure you are ready?

Break — **11.20am**

Outstanding Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward — **11.40am**

- Implementing effective strategies to ensure a consistent and effective experience for all learners in light of recent curriculum changes
- Developing curricula and schemes of work modelling outstanding teaching and learning
- Making effective use of assessment and assessment data
- Understanding when to be restrictive and when to allow creative autonomy
- Track performance, recognise underachievement and motivate learners
- Selecting appropriate pathways for learners: recognising exceptional circumstances and balancing the needs of the student and school/college

Lunch — **12.40pm**

Staff Development: Supporting the Development of your Staff — **1.40pm**

- Strategies for managing your staff, from experienced to inexperienced teachers and NQTs
- 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
- Making the right appointments

Break — **3.00pm**

How it works: the Head of Science — **3.05pm**

- 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
- Before and after: staying abreast of developments in primary and higher education
- The life cycle of the Head of Department
- Maintaining freshness and enthusiasm: professional and intellectual development
- Peaks, troughs and the long run: responding to success and failure

Depart — **3.45pm**

AQA A-Level Biology: Strategies for Success in the 2026 Exams

Course Code: **T0334**

Course Leader: **Dr Harjit Singh**

London: **Monday 14 July 2025**

ABOUT THIS COURSE

Brand-New for 2025, this course will provide AQA A-Level Biology teachers with strategies and techniques to help their students succeed in the 2026 exams. The course focuses on addressing the challenges of the AQA specification, developing students' exam skills, and improving their understanding of key concepts and application. Teachers will gain practical insights into effective lesson planning, tackling difficult topics, and ensuring students are fully prepared for the demands of A-Level Biology.

BENEFITS OF ATTENDING

- Understand how to address the key demands of the AQA A-Level Biology specification
- Explore strategies for teaching challenging topics and improving student confidence
- Learn effective techniques for developing exam and practical skills
- Take away resources, including exemplar materials, to enhance your teaching

PROGRAMME

Understanding AQA A-Level Biology Demands 10.00am
- Who are our most able students?
- Why do we have to challenge our most able students?
- How are A/A* Grades achieved?

Break 10.55am

Tackling Difficult Topics in A-Level Biology 11.15am
- Strategies for teaching challenging areas such as biochemistry, genetics, and photosynthesis
- Breaking down complex processes for improved student understanding
- Using practicals and simulations to consolidate difficult concepts

Developing Exam Skills for AQA A-Level Biology 12.15pm
- Analysing the command words and how to teach students to respond effectively
- Helping students with data analysis, mathematical biology, and experimental design questions
- Tackling the synoptic essay: structure, content, and strategies for succes

Lunch 1.00pm

Preparing for the Practical Endorsement and Assessment 2.00pm
- Supporting students in completing the 12 required practicals successfully
- Understanding how practical skills are assessed and what examiners are looking for
- Embedding practical skills into theory lessons to deepen understanding

Break 3.10pm

Final Q&A and Reflection 3.15pm
- Addressing any outstanding challenges or questions
- Sharing key takeaways and next steps for implementation

Depart 3.30pm

Teaching AQA A-Level Biology for the First Time

Course Code: **T0154**

Course Leader: **Dr Harjit Singh**

London: **Wednesday 25 June 2025**

Online: **Monday 07 July 2025**

London: **Monday 10 November 2025**

ABOUT THIS COURSE

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

BENEFITS OF ATTENDING

- Provide teachers of A-level Biology with the material and confidence to teach effectively to all ability ranges
- Obtain quality understanding of the key challenge areas and how to teach them
- Explore how the maths and practical skills can be embedded throughout the course
- Gain insight into the content, the exam structure and the how exams are marked.
- Leave with a set of resources and scheme of work for the full 2 year course
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing

PROGRAMME

Overview of the AQA A-level Biology course including challenges and what to expect from pupils 10.00am
- Ensuring students and teachers hit the ground running in September – introducing the scheme of work and baseline assessment
- Recognising which areas will be most challenging for you and how to address these issues
- How to develop a teaching plan that reflects the assessment objective weightings and the areas which require more intense teaching
- Identifying your support network and making the most of it – particularly in a small department
- Ensuring topic areas which create the foundation for success – incorporating them into

Expectations at A Level 10.30am
- The transition between GCSE and A level
- What do successful A Level students do?
- What do Grade A/A* response look like?
- What do Grade D responses look like?
- Synoptic skills and how to use these in your teaching

Break 11.20am

Approaches to Effectively Teaching the Maths and Practical Skills 11.40am
- Effective methods and approaches for integrating maths and practical skills into teaching of the course
- How to integrate practical skills and theoretical content to help students write about their practical work confidently
- Practical strategies and approaches in the key challenges in teaching maths and practical skills

Lunch 12.40pm

Key Ideas for teaching the content knowledge from Paper 1 1.40pm
- Pitfalls and easy wins when teaching Biological Molecules, Cells, Organisms, exchange substances and their environment
- Teaching for success; how to support students to remember key concepts and begin to apply them – interleaving and retrieval strategies
- Teaching across the ability range; how to ensure top students are challenged, while not leaving lower ability students behind.
- Lessons from the exam boards and how to implement them in the classroom.

Planning and Structuring 2.40pm
- Curriculum issues – Intent, Implementation and assessing Impact Milestones for success, what should students have mastered by the end of year 12
- Assessment time tables, when, what and how and how to balance this with whole school assessment schedules
- Time management – how to plan so that you can mark efficiently and effectively; use of peer assessment

The Exams – What is Expected? 3.15pm
- Overview of all three papers by AQA, what are they looking for?
- Teaching towards the 'endgame', what language to use, ensure you are marking 'like the examiner' and secure grading
- Focus on essay structure in exams, how to pick up easy marks, and what top grade responses look like

Depart 3.45pm

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

Course Code: **T0335**
Course Leader: **Dee Martin**
London: **Wednesday 02 July 2025**
London: **Wednesday 03 December 2025**

ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve Grades A & A* in future AQA A-level Chemistry examinations. The course will explore the characteristics of A/A* students identified in research and why and how we must challenge our most able Chemistry students. Focused extensively on evidence-based teaching, learning and assessment practice as well as feedback from the most recent exams, you will leave with a vast range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A and A* grade attainment. Finally, we will look beyond the course to focus on preparing these students to continue studying Chemistry at university. The course is designed for teachers of AQA A-Level Chemistry but would be of benefit to teachers of other exam boards as well.

BENEFITS OF ATTENDING

- Understand how applying current pedagogy regarding flipped learning and metacognition will transform your teaching of more able students
- Develop the use of mental models to promote student recall, supporting the teaching of the most challenging A-Level topics
- Develop greater understanding of the precision and detail that examiners are looking for in A/A* students
- Find out more about the barriers to progression and ways to support highly able students to overcome them
- A detailed look at the different demands of questions and how to prepare students to answer then effectively
- Take away a range of innovative teaching ideas and electronic resources to help advance your most able students

PROGRAMME

Focus on the pedagogy; how can it unlock the potential of A/A* students? 10.00am

- Mental models, metacognition and flipped learning; how can they be practically applied and what benefits will they deliver
- Review characteristics of A and A* A-Level students
- How are A/A* Grades achieved?

Break 11.15am

The Exams – Techniques and Tactics 11.30am

- The key topics A/A* students find most challenging and how to scaffold
- Techniques for memory retrieval and recall and application to examination questions
- Dissecting examination questions- vocabulary & command words
- Strategies to improve responses to exam questions and signposting
- Dealing with the maths; a look at some of the challenging areas of physical chemistry including: challenging titration questions, graphs and related questions, pH and buffers
- Mechanisms: how to embed the academic rigour required to maximise marks
- Avoiding potential hazards – what can cost a top student their A/A* grade?

Lunch 1.00pm

The key challenges for A/A* students in the Papers 2.00pm

- Developing a deep understanding of core Chemistry concepts
- Practical questions; supporting students to write top level response questions every time
- Developing a personalised approach to note taking to support recall
- Activating prior knowledge to improve retention of key topic areas

Break 3.00pm

Stretching and challenging the most able students 3.15pm

- Moving on from GCSE approaches – highlighting the teaching differences from the start of the A-Level course
- What makes a strong A-Level response? How can we build up to this?
- Using wider reading to prepare for exams
- RSC Olympiad resources and Cambridge Chemistry Challenge – using questions over and above recommended reading, preparing for Oxbridge
- Embedding RSC Olympiad resources and Cambridge Chemistry Challenge resources into schemes of work and lessons to stretch the most able students in Chemistry
- Strategies for stretching A/A* students in a mixed-ability classroom and challenging complacent high-achievers

Depart 3.45pm

Outstanding OCR A-Level Chemistry Teaching

Course Code: **T0161**
Course Leader: **Dee Martin**
London: **Wednesday 21 May 2025**
London: **Wednesday 26 November 2025**

ABOUT THIS COURSE

This brand-new course will explore the more difficult to teach topics in OCR A-Level Chemistry and is designed for all teachers who wish to ensure their students maximise their potential. By providing a range of fresh and innovative teaching approaches to help students achieve a greater depth of understanding in these areas, the course aims to help teachers foster outstanding teaching, learning and achievement and raise the overall attainment of their classes. Emphasis is placed on the content students (and occasionally teachers) often struggle with, the tough topics and strategies and approaches needed to teach them more successfully, how to wrestle with the challenges of the synoptic nature of the course and skills students need for successful exam performance.

BENEFITS OF ATTENDING

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

PROGRAMME

Calculations; Time of Flight, Amount of Substance, Acids and Buffers 10.00am

- Scaffold calculations to provide a fool-proof method for students to follow
- How can mental models and long-term memory help access the hardest calculation questions?
- Teaching for success; both challenging A* students and supporting lower attainment students to ensure they all achieve their potential

Break 11.00am

A2 trickier topics; Gibbs free energy, Standard Electrode Potential, Rate Equations 11.15am

- How to simplify teaching of these topics with mental models to facilitate understanding
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade
- Teaching for success; both challenging A* students and supporting lower attainment students to ensure they all achieve their potential

Organic chemistry and NMR to maximise marks 12.15pm

- Methods to teach and revise organic chemistry to ensure student confidence and eliminate careless errors
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade
- Teaching for success; both challenging A* students and supporting lower attainment students to ensure they all achieve their potential

Lunch 1.15pm

Required Practical's; how to ensure confidence in Paper 3 2.15pm

- Levelled questions; how are they marked and how can you help your students succeed
- Linking the practical to the theory
- Proven methods of revision to support your students
- What are the common mistakes that students make and how can you ensure that this does not impact on their exam grade

Exam Tactics and Techniques 3.15pm

- How to bring all the content together to prepare for the exam
- How to embed exam technique for students at different levels from an Examiner's perspective
- How to prevent key mistakes from being made
- Revision strategies .... that work!

Depart 3.40pm

Outstanding Assessment, Marking and Feedback in AQA A-Level Physics

Course Code: **T0163**
Course Leader: **Howard Dodd**
London: **Tuesday 01 July 2025**
London: **Tuesday 13 November 2025**

ABOUT THIS COURSE

This new course focuses on developing a deeper understanding of assessment in AQA A Level Physics and provides opportunities to explore strategies to enhance exam performance for students of all attainment levels. The course will enable teachers to develop their understanding and skills needed to assess student responses to the different question types on AQA A Level Physics exam papers. The course will also emphasise those teaching and learning strategies which will best facilitate improvement in student performance with a focus on the role of assessment for learning.

BENEFITS OF ATTENDING

- Develop a deeper understanding of the assessment demands in AQA A Level Physics
- Discover what examiners are looking for in Papers 1, 2 and 3.
- Improve your ability to analyse and improve student responses for the short-answer, long-answer and multiple-choice questions in Papers 1 and 2.
- Special focus on the requirements of the Paper 3, Section A questions that test students' practical skills and their ability to analyse experimental data.
- How to help your students to become more self-sufficient.
- Take away strategies and approaches to maximise students' marks in the exams.

PROGRAMME

Ensuring that you Assess Students' work in a Reliably and Time-Effective Manner — 10.00am
- Understanding the different requirements and demands of the 3 exam papers.
- Understanding the finer details of mark-schemes to know how marks are gained and lost.
- Understanding how to use the Principal Examiner's to help future students – avoiding common errors and following the advice being offered by AQA.
- The importance of the 'student learning outcomes' stated in the specification and the implications for teaching and learning.
- Maximising the feedback provided for your centre via AQA's Enhanced Results Analysis (ERA)

Break — 10.50am

Effective Assessment and Feedback to Students on the Paper 1 Topics and Questions — 11.10am
- The most common student misconceptions of the paper 1 topics and how to challenge and eradicate these.
- Using the AQA guidance provided in the Paper 1 PE reports to improve students' performance.
- Recommended teaching and learning strategies for the trickiest topics in Paper 1.
- Resources and assessment methods that have been found to improve students' understanding and performance in answering questions on the Paper 1 topics.

Effective Assessment and Feedback to Students on the Paper 2 Topics and Questions — 12.00pm
- The most common student misconceptions of the paper 2 topics and how to challenge and eradicate these.
- Using the AQA guidance provided in the Paper 1 PE reports to improve students' performance.
- Recommended teaching and learning strategies for the trickiest topics in Paper 2.
- Resources and assessment methods that have been found to improve students' understanding and performance in answering questions on the Paper 2 topics.

Lunch — 12.50pm

Effective Assessment and Feedback to Students on the Paper 3 Requirements — 1.50pm
- Why students find Section A of Paper 3 the most difficult part of the A-level Physics assessment: where most of the marks are lost.
- The AQA guidance on Paper 3, Section A from the PE reports and how best to implement these.
- Recommended teaching and learning strategies for improving students' practical skills and how to improve their data analysis ability.
- How to decide which OPTION is best for your students – the pros and cons of each and what the assessment data indicates.

Break — 2.40pm

Improving Students' Revision and Exam Technique — 2.45pm
- The most reliable revision methods for students.
- Getting the most from AQA past-papers and mark-schemes.
- Detailed guidance on students' examination technique and to persuade them to follow these.

Depart — 3.30pm

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

Course Code: **T0341**
Course Leader: **Howard Dodd**
London: **Monday 07 July 2025**
London: **Thursday 04 December 2025**

ABOUT THIS COURSE

This new course will demonstrate how to guide your best students to achieve Grades A & A* in future AQA A-Level Physics examinations. The course will explore the characteristics of A/A* students identified in research and why and how we must challenge our most able Physics students. Focused extensively on evidence-based teaching, learning and assessment practice as well as feedback from the most recent exams, you will leave with a vast range of resources and practical strategies that will enable you to meet the needs of your most able students and ultimately increase A and A* grade attainment. Finally, we will look beyond the course to focus on preparing these students to continue studying Physics at university.

BENEFITS OF ATTENDING

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

PROGRAMME

Challenging our Most Able Students — 10.00am
- Who are our most able students?
- Why do we have to challenge our most able students?
- How are A/A* achieved?

Break — 10.45am

Focus on Assessment Demands for A/A* Students — 11.00am
- Examine the assessment demands of all components including the use of assessment objectives as a framework for assessment
- Consider the most effective models for delivery of the course to ensure effective assessment
- Feedback and grading analysis from the most recent exam
- What is required for A/A*?
- Analysis of mark schemes – which sections/questions differentiated candidates?
- Grades A & A*: what are the differences between these?
- Key attributes of Grade A/A* students in the classroom
- Avoiding potential hazards: what can cost a top student their A/A* grade?

Structuring an Excellent Teaching Course — 12.00pm
- Developing a deep understanding of core Physics concepts
- Supporting students to write top band answers to 6 mark "explain" questions
- Developing a personalised approach to note taking to support recall
- Applying Physics concepts to consistently write top band evaluation
- Activating prior knowledge to improve retention of key topic areas

Lunch — 1.00pm

Stretching and Challenging the Most Able Students — 2.00pm
- Moving on from GCSE approaches – encouraging students to become sensitive readers
- Using wider reading to prepare for exams
- What makes a strong A-Level response? How can we build up to this?
- Working up to full 6-mark questions, and using them to stretch students
- Planning with and designing support for students aiming for top grades
- Extra-curricular ideas that help get A and A*

Break — 3.00pm

Tactics for Achieving the Highest Grades — 3.05pm
- Develop an action plan for success for students aiming for top grades
- The shorter questions: what are the potential pitfalls?
- Focus on the extended questions: what does a grade A/A* candidate need to do?
- Varying response practice to stretch the most able
- Revision ideas to help students produce high grade answers

Depart — 3.40pm

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

- 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

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**

Student Revision Events

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

> 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**

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**

Scan the QR code for our full range of services

Opening New Doors in Teaching & Learning

Keynote educational

01625 532974
online@keynoteeducational.co.uk
www.keynoteeducational.co.uk
Pentland House, Dean Row Road, Wilmslow SK9 2GH