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Psychology Leadership

T0109 Outstanding Leadership of a Psychology Department London: Monday 06 July 2026

A-Level Psychology

T0110 A-Level Psychology: Improved Outcomes for Students with Low Attainment Online: Monday 29 June 2026

T0102 Teaching AQA A-Level Psychology for the First Time Online: Friday 12 June 2026

T0099 AQA A-Level Psychology: High Impact Strategies to Access Top Marks London: Monday 22 June 2026

T0427 **NEW** Teaching OCR A-Level Psychology for the First Time London: Monday 29 June 2026

T0428 **NEW** OCR A-Level Psychology: High Impact Strategies to Access Top Marks London: Tuesday 30 June 2026

A-Level Psychology

T0323 New to Teaching AQA GCSE Psychology Online: Friday 19 June 2026

T0324 **NEW** AQA GCSE Psychology: Aiming for Grades 7-9 Online: Thursday 02 July 2026

Sociology Leadership

T0400 Outstanding Leadership of a Sociology Department London: Friday 03 July 2026

A-Level Sociology

T0117 Teaching A-Level Sociology for the First Time London: Tuesday 23 June 2026

T0114 AQA A-Level Sociology: Aiming for A/A* London: Monday 15 June 2026

T0115 Outstanding Assessment, Marking and Feedback in AQA A-Level Sociology London: Tuesday 07 July 2026

T0113 Maximising Outcomes in AQA A-Level Sociology London: Friday 10 July 2026

T0112 AQA A-Level Sociology: Improved Outcomes for Students with Low Attainment London: Friday 05 June 2026

Outstanding Leadership of a Psychology Department

Course Code: **T0109**

Course Leader: **Harriet Ennis**

London: **Monday 06 July 2026**

OVERVIEW

This course explores what excellence in a Psychology department looks like and the role of the Head of Psychology in achieving and sustaining it. It covers strategies for recruitment, improving teaching and learning, and maintaining Psychology's position within a school. Led by an experienced senior leader and Psychology specialist, the course also examines the Head of Psychology role across the year, including key challenges and opportunities. It provides practical, Ofsted-informed guidance, with opportunities for discussion and reflection. Delegates will leave with clear strategies to lead and develop a successful department.

BENEFITS OF ATTENDING

- Understand what makes a Psychology department excellent and the role of the Head of Psychology
- Explore strategies to improve and sustain student recruitment
- Develop approaches to lead outstanding teaching and learning in Psychology
- Understand the workload and lifecycle of the Head of Psychology role
- Reflect on managing challenges and maximising opportunities in the role

PROGRAMME

10.00am: What is an Outstanding Psychology Department?

- Defining the qualities and leadership skills of an outstanding Head of Psychology
- Creating a strong vision and understanding why it should drive strategy
- Evaluating departmental performance and acting effectively on findings
- Addressing key challenges faced by Heads of Psychology

11.00am: Break

11.10am: Selective Student Recruitment

- Selecting appropriate pathways while balancing student and school needs
- Stretching and challenging students without intimidation
- Developing the department as an engaging physical space
- Enhancing recruitment through enrichment, trips and wider opportunities

12.00pm: Leading Outstanding Teaching & Learning in Psychology

- Implementing strategies to ensure consistent, high-quality learning experiences
- Modelling outstanding teaching and developing strong curricula and schemes of work
- Using monitoring tools and data to track performance and address underachievement
- Balancing structure with autonomy to meet curriculum needs

1.00pm: Lunch

2.00pm: Excellent Departmental Evaluation

- Identifying gaps and implementing strategies to improve performance
- Driving improvement through high expectations and effective support
- Maintaining high-quality teaching and responding to evolving expectations
- Managing resources and challenge to sustain outstanding outcomes

3.00pm: Break

3.10pm: How it works: the Head of Psychology

- Managing time, workload and forward planning effectively
- Using evaluation to drive continuous departmental improvement
- Sustaining professional development and maintaining enthusiasm
- Working with SLT, preparing for inspections and responding to challenges

3.45pm: Depart

A-Level Psychology: Improving Outcomes for Students with Low Attainment

Course Code: **T0110**

Course Leader: **Harriet Ennis**

London: **Monday 29 June 2026**

OVERVIEW

This course supports teachers in improving outcomes for lower-attaining A-Level Psychology students. It explores practical strategies to build confidence, strengthen exam technique and develop analytical skills, alongside approaches to feedback and assessment that help students understand expectations and make measurable progress across the course.

PROGRAMME INCLUDES

- Effective techniques to embed subject knowledge, develop skills and assess work
- How to get students thinking synoptically
- Monitoring & early intervention strategies that positively impact on student performance
- The Exams: Practical Strategies to raise attainment levels and enhance exam performance
- Moving lower ability students towards mastery of practical skills

Teaching AQA A-Level Psychology for the First Time

Course Code: **T0102**

Course Leader: **Jean-Marc Lawton**

Online: **Friday 12 June 2026**

OVERVIEW

A practical introduction for teachers new to AQA A-Level Psychology, this course builds confidence in delivering the specification and planning a successful two-year programme. It explores effective teaching strategies, assessment approaches and key topic areas, helping teachers develop strong foundations and support students of all abilities to achieve their potential.

PROGRAMME INCLUDES

- Setting Firm Foundations – What Methods can be used to Enhance Performance from the Start?
- How to Effectively Teach Biopsychology
- Key Ideas for Teaching the Content Knowledge from Paper 1
- Research Methods
- Planning and Structuring
- The Exams – What is Expected?

AQA A-Level Psychology: High Impact Strategies to Access Top Marks

Course Code: **T0099**

Course Leader: **Harriet Ennis**

Online: **Monday 22 June 2026**

OVERVIEW

This course explores high-impact strategies to raise attainment and help students achieve top marks in Psychology. It provides practical, evidence-informed teaching, learning and assessment approaches, alongside insights from recent exams.

Delegates will gain ready-to-use resources and strategies to stretch the most able, increase A/A* attainment, and support progression to degree-level study. The course also focuses on engaging high-attaining students and developing their resilience to maximise success.

BENEFITS OF ATTENDING

- Understand what success looks like for the most able Psychology students
- Gain evidence-informed strategies to challenge A/A* learners
- Develop insight into examiner expectations and top-grade responses
- Use modelling, questioning and problem solving to stretch thinking
- Deepen understanding of assessment criteria and mark schemes
- Explore ways to maximise exam success for high-attaining students

PROGRAMME

10.00am: Key A/A* Skills: Mastery and Metacognition

- Strategies to construct outstanding exam responses, looking at example A/A* exam responses
- How to tackle the sticker exam questions and gain top marks
- Creating room for success: Training students to 'Mentally step back' and to develop 'head space' for clearer thinking under pressure
- Economic Implications and Concluding paragraphs – ditch PEEL and try 'COD' – strategies to boost efficiency. Some of the most able students often 'overwrite', these strategies will help them 'zone' in to maximise top marks, with minimum effort

11.15am: Break

11.30am: Key A/A* Teacher Skills: Feedback and Feedforward

- Scaffolding as a key element of high quality instruction, even the most able need to have clear structures.
- Providing higher order skills practice and model responses for students. Showing A/A* students what top mark exam responses look like, how to develop their own answers.
- Addressing key impact factors – 'Teacher Credibility' and 'Student Expectations' – research evidence suggests these a vital and I will share tips on how to address these.

12.30pm: Lunch

1.30pm: Key A/A* Characteristics: Resilience and Wellbeing

- How to support students with high expectations from falling backwards under the pressure – new research on perfectionism and healthy striving
- Strategies to support mental health and motivation
- Strategies to build grit and resilience
- How to use practical mindfulness training to promote awareness and wellbeing, whilst teaching key concepts at the same time: practical session

2.15pm: Key A/A* Exam Skills: Getting Top Marks in A02/A03 Questions

- What does an A* A02/3 response look like?
- Strategies to improve application skills for essays
- What does evaluation in an A/A* essay look like?

2.45pm: Break

3.00pm: Key Curriculum Insights for A/A*: Less is More strategies

- Avoiding misconceptions by re-routing student expression – including phrases to solve errors in BioPsychology and Correlation/Quasi/Experiment Evaluation
- Use of 'Threshold concepts' and 'Hinge questions' – a way to challenge top end students and mid/lower end ability simultaneously
- Teaching research methods in context for depth of understanding – preparation for ongoing research at university and into their career
- How to deal with the large content in Psychology A level – selectivity and re-cycling top tips for overlap key-studies that high end students can re-signpost across topics

3.45pm: Depart

NEW Teaching OCR A-Level Psychology for the First Time

Course Code: **T0427**

Course Leader: **Deb Gajic**

London: **Monday 29 June 2026**

OVERVIEW

This course supports teachers new to OCR A-Level Psychology in building strong foundations for successful delivery. It explores the specification, assessment demands and key content areas, alongside practical strategies such as retrieval practice, modelling and feedback to improve student outcomes and manage workload effectively across the course.

PROGRAMME INCLUDES

- Understanding the OCR specification and assessment
- Paper 1 Research Methods
- Teaching Paper 2- Core Studies
- Getting to Grips with Paper 3
- Future Directions

NEW OCR A-Level Psychology: High Impact Strategies to Access Top Marks

Course Code: **T0428**

Course Leader: **Deb Gajic**

London: **Tuesday 30 June 2026**

OVERVIEW

This course supports teachers in helping students achieve A and A* in OCR A-Level Psychology. Led by an experienced examiner, it explores high-impact teaching, assessment and feedback strategies, alongside practical resources and exam insights to deepen understanding, stretch the most able and maximise performance across all components.

PROGRAMME INCLUDES

- Strategies for A/A* including supporting SEND in your classroom – adaptive teaching
- Paper 1: Research Methods
- Paper 2: Core Studies
- Paper 3: What Top Mark Exam Responses look like
- Future Directions: Update on new OCR Specification

New to Teaching AQA GCSE Psychology

Course Code: **T0323**
 Course Leader: **TBC**
 Online: **Friday 19 June 2026**

OVERVIEW

This course provides an introduction to teaching AQA GCSE Psychology, supporting teachers new to the course or specification. It covers key content areas including research methods, maths, neuropsychology, mental health, issues and debates, alongside effective exam technique and assessment objectives. The course also explores exam expectations, including what examiners look for in high level responses, and builds teacher confidence through practical strategies and guidance for delivering the course successfully.

BENEFITS OF ATTENDING

- Gain a clear overview of course structure, key content and challenge areas
- Develop effective strategies for teaching complex topics in AQA GCSE Psychology
- Understand exam structure, marking, expectations and common errors
- Build confidence to teach students across all ability ranges
- Take away practical activities and resources for immediate classroom use

PROGRAMME

10.00am: Overview of GCSE Psychology Structure and Difficult Concepts

- Overview of AQA GCSE Psychology, focusing on challenging concepts and exam questions
- Strategies for teaching complex content through integrated and standalone approaches
- Identifying time-intensive topics and where to revisit, scaffold or flip learning

10.40am: Break

11.00am: Assessment Objectives and Teaching AO Skills

- Understanding AO1/2/3 weighting, demands and differences at GCSE level
- Teaching critical thinking, evaluation and balanced essay writing
- Structuring lessons to develop AO skills and recognise them in exam questions
- Differentiating through scaffolding, extension and flipped learning

11.45am: Maths and Research Methods Essential Skills

- Embedding maths skills, including statistics, graphs and exam-style questions
- Teaching research methods terminology and AO skills effectively
- Building student confidence and engagement in research methods

12.30pm: Lunch

1.30pm: Neuropsychology and Mental Health

- Teaching brain function and key studies with strong AO1/2 links
- Developing AO3 through issues, debates and exam technique
- Using creative, interactive approaches to teach neuropsychology
- Teaching mental health topics sensitively and effectively

2.15pm: Theories, Studies, Issues, Debates and Approaches

- Delivering theories and studies using AO1/2/3 while avoiding over-teaching
- Embedding research methods, data handling and exam technique
- Teaching issues, debates and structuring extended responses
- Introducing psychological approaches with clear evaluation strategies

2.50pm: Break

2.55pm: Preparing for the Exams

- Synthesising AO1/2/3 skills across topics and question types
- Developing recall, application and evaluation for exam success
- Supporting students to produce detailed, structured and purposeful responses

3.40pm: Depart

NEW AQA GCSE Psychology: Aiming for Grades 7-9

Course Code: **T0324**
 Course Leader: **TBC**
 Online: **Thursday 02 July 2026**

OVERVIEW

This course, new for 2026 is focused on meeting the demands of the higher-level marking bands across all components. It examines the characteristics of work produced by students working at the highest levels and provides a range of teaching approaches and materials designed to ensure students achieve 7-9 in AQA GCSE Psychology.

BENEFITS OF ATTENDING

- Gain an informed understanding of what is required to achieve grades 7-9
- Understand the assessment demands of the AQA GCSE Psychology specification
- Develop practical strategies for meeting the requirements of the higher bands across all components
- Explore exemplar materials to identify characteristics of outstanding work
- Increase confidence in preparing candidates to achieve Grades 7-9
- Consider Examiner's Reports from previous exam sessions

PROGRAMME

10.00am: Focused Deep Dive on the Demands of the AQA GCSE Specification

- Identifying the strengths and weaknesses of our own teaching practice
- 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 practice across 2 years and in all components
- Exploring the Examiner's Reports from previous exam sessions -what students need to do to ensure that they achieve the highest grades

11.00am: Break

11.15am: Strategies to Stretch Top End Students

- Review characteristics of Grade 7-9 AQA GCSE Psychology students
- What the highest achieving students can do
- What does a grade 7-9 student do differently to other students?
- What are the main reasons why a student may fail to gain a 7-9 grading?
- What is the best pedagogical culture to have in your Psychology department to help to achieve success
- An approach to extended writing that aims for 6/6 or 9/9

12.30pm: Lunch

1.30pm: Strategies to Achieve Grades 7 – 9 in Paper 1

- Exploring practical activities for teaching movement analysis with able students | Examining strong exemplar responses
- Typical questions that may come up in Paper 1
- Structuring your essay – What examiners are looking for
- New and innovative ways to help the higher ability students to scaffold their extended answers

2.30pm: Break

2.45pm: Achieving in Paper 2: Stretching and Challenging Able Students for a Top Grade

- What is excellent – unpicking the descriptors for a top band performance
- Teaching techniques that challenge and push the most able students
- What does a top band Paper 2 performance look like?
- It's the little things that count – focusing on the detail
- Creative methods and approaches which engage higher ability students
- Tried and tested methods

3.45pm: Depart

Outstanding Leadership of a Sociology Department

Course Code: **T0400**
 Course leader: **Nisreen Mohamedali**
 London: **Friday 03 July 2026**

OVERVIEW

This course is designed to provide subject leaders with the tools, vision, and strategies needed to lead high-performing Sociology departments. Through a blend of practical guidance, strategic planning, and collaborative reflection, participants will explore how to drive consistency in teaching and learning, raise student outcomes, and build a strong subject identity across the school. The course supports leaders in developing a compelling departmental vision, embedding robust quality assurance, and nurturing a culture of excellence and support.

BENEFITS OF ATTENDING

- Leave with an actionable leadership plan tailored to your department's needs and next steps
- Gain a clear understanding of what "outstanding" leadership looks like in the context of Sociology
- Learn how to implement consistent, high-quality teaching and learning across your department
- Take away proven strategies for tracking performance, closing the attainment gap, and using student voice effectively
- Explore practical ways to raise the profile of Sociology through trips, displays, and whole-school engagement

PROGRAMME

10.00am: Welcome & Vision of Outstanding Leadership

- What defines "outstanding" in Sociology leadership (Ofsted/real-world lens)
- Developing a compelling vision rooted in high expectations
- Leadership styles that build strong departments

10:30am: Leading Outstanding Teaching & Learning in Sociology

- Identify and implement strategies for consistent, high-quality teaching and learning across their department
- Understand how to model outstanding pedagogy as a subject leader
- Develop engaging, rigorous curricula and schemes of work
- Balance consistency with autonomy to empower effective teaching
- Department expectations: assessment, feedback, homework, adaptive practice

11.15am: Break

11.30am: Consistency & Leading the Team

- QA cycle: What should Sociology leaders check and why?
- Departmental consistency:
- Use of department meetings and communication
- Shared teaching approaches
- Leading CPD for non-specialists or new staff
- Handling difficult conversations with empathy and clarity

12.15pm: Lunch

1.15pm: Quality Assurance and Monitoring Performance

- Using assessment data and baseline data to track progress and identify trends
- Gathering meaningful student voice through surveys, interviews, and learning walks
- Conducting effective book looks and work sampling: what to look for and how to feed back
- Monitoring key groups (PP, EAL, gender) to reduce the attainment gap and identify students for intervention

2.15pm: Break

2.25pm: Trips, Displays & Subject Identity

- Building cultural capital: enriching trip ideas
- Making displays powerful
- Budget and resource management
- Raise the profile of the sociology department across the school

3.00pm: Action Planning and Closing

- Leadership audit: Where are you now?
- 30/60/90-day plan: Actions to build towards "outstanding"

3.30pm: Depart

Teaching A-Level Sociology for the First Time

Course Code: **T0117**
 Course leader: **Rizwana Patel**
 London: **Tuesday 23 June 2026**

OVERVIEW

This course provides a practical introduction for teachers new to A-Level Sociology, building confidence in delivering the specification. It explores key content, assessment demands and effective teaching strategies, helping teachers plan a successful two-year course and support students of all abilities to achieve strong exam outcomes.

PROGRAMME INCLUDES

- Overview of the AQA A-level Sociology course including challenges and what to expect
- Teaching Theory and Methods
- Teaching Education
- Ideas for Teaching Crime and Deviance
- The examination – what is expected
- Effective Feedback to Raise Attainment in the Exams

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

Course Code: **T0114**
 Course Leader: **Zenub Patel**
 London: **Monday 15 June 2026**

OVERVIEW

This course helps teachers support high-attaining students to achieve A and A* in AQA A-Level Sociology. It explores the characteristics of top-grade work, examiner expectations, and practical teaching strategies to develop deeper thinking, synoptic links and strong evaluation skills needed for success in examinations.

PROGRAMME INCLUDES

- Thinking Deeply, Synoptic Links and AO3 Analysis to Access A/A*
- Maximising exam performance: review where top marks are lost and how to avoid them
- Exemplar A and A* Grade Answers
- Effective Feedback for A/A* Students - Comments, not Marks
- Effective teaching strategies to support your high ability students in preparing for examinations

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

Course Code: **T0115**
 Course leader: **Rizwana Patel**
 London: **Tuesday 07 July 2026**

OVERVIEW

This course helps teachers refine assessment, marking and feedback in AQA A-Level Sociology using insights from recent exam series. It explores examiner expectations, common student errors and effective strategies to improve performance, equipping teachers with practical approaches to maximise student outcomes across all exam papers.

PROGRAMME INCLUDES

- Ensuring that you Assess Students' Work in a Reliably and Time-Effective Manner
- Effective Assessment and Feedback to Students on Paper 1 Topics and Questions
- Paper 2 Topics and Questions: Enhancing Assessment and Providing Feedback to Students
- Effective assessment and feedback to students on the Paper 3 requirements
- Improving students' revision and exam technique

Maximising Outcomes in AQA A-Level Sociology

Course Code: **T0113**
 Course leader: **Nisreen Mohamedali**
 London: **Friday 10 July 2026**

OVERVIEW

This course explores high-impact teaching and assessment strategies to help students achieve top marks in AQA A-Level Sociology. It focuses on developing strong AO1, AO2 and AO3 skills, refining exam technique, and using contemporary examples and evaluation effectively to produce sophisticated, top-band responses.

PROGRAMME INCLUDES

- Mastering Sociological Knowledge for Top Grades
- Applying Contemporary Examples with Precision
- Elevating Evaluation for AO3 Excellence
- Exam Mastery – Achieving Full Marks
- Tackling the most Challenging Theory and Methods Questions with Precision

AQA A-Level Sociology: Improving Outcomes for Students with Low Attainment

Course Code: **T0112**
 Course leader: **Nisreen Mohamedali**
 London: **Friday 05 June 2026**

OVERVIEW

This new course is designed for all teachers of AQA A-Level Sociology, and will present strategies, resources and techniques to raise attainment levels of weaker A-Level Sociology students and build their confidence without sacrificing academic rigour or ambition. Teachers will leave with a number of practical ideas, approaches, methods and exam techniques that can be immediately implemented with weaker students back in school.

BENEFITS OF ATTENDING

- Take away practical templates to raise attainment of weaker A Level students
- Explore and take away practical strategies, ideas and inspiration to motivate and inspire weaker students to perform to their fullest potential in exams
- Gain teaching activities which develop the key sociological skills and recall of knowledge necessary
- Develop ways to support weaker students to access the course content
- Gain a range of exam techniques, tactics, and revision techniques specifically tailored to the weaker student

PROGRAMME

10.00am: Meeting the Needs of weaker A Level Sociology Students to raise performance

- Meeting Strategies to build confidence in design and approach to assessment, testing and feedback
- Effective use of metacognitive strategies and the benefits of setting aside deliberate time for metacognition discussion

11.00am: Break

11.20pm: Key Practical Strategies, Resources and Activities for Weaker Students

- Remembering content
- Building terminology, Sociology language as a primary strategy to decrease stress
- Ways to build Key Sociologists knowledge and understanding
- Evaluation and application skills
- Effective note taking strategies
- Building Independent consolidation tasks
- Practical strategies which most motivate and engage students to understand and apply the depth of knowledge required.
- Developing a toolbox of activities which develop key skills and knowledge for the A Level Course.
- Planning in phases and chunking knowledge.

12.30pm: Lunch

1.30pm: Accessing the Curriculum: Scaffolding Strategies and Retention of Knowledge

- Developing ways to support weaker students to access the course content – Scaffolding up.
- Chunking content – using questions as a focus for students
- Developing your range of practical scaffolding strategies
- Using Knowledge organisers to support understanding and recall
- Embedding retrieval practice into lessons.
- The role of homework to reinforce learning.

2.45pm: Break

2.50pm: The Exams: A Repertoire of Exam Techniques for the Weaker Student

- Techniques, resources, methods to apply with the weaker student that can be immediately used
- Common mistakes which prevent weaker students from accessing middle and top band marks.
- Focus on the 20- and 30-mark questions: Developing a chain of reasoning and sign posting the assessment objectives to the examiner.
- Focus on Methods in Context: techniques for the weaker student to understanding how the structure is different to other essays and how to reach the top band of marks.

3.40pm: Depart

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PSYCHOLOGY AND SOCIOLOGY

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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.

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Let's Work Together

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