Keynote
educational

Empowering Educators

Inspiring Learners

Transforming Futures

PSYCHOLOGY AND SOCIOLOGY

CPD Courses

Autumn 2026

TEACHER CPD COURSES | LEADERSHIP CPD COURSES | NATIONAL CONFERENCES | IN-SCHOOL TEACHER EVENTS | IN-SCHOOL STUDENT EVENTS | EXAM MARKING & ASSESSMENT SERVICES

"One of the best training courses I've attended – incredibly useful, packed with information and tips I'll use straight away. This course will transform almost every aspect of my teaching."

Queen Mary's Grammar School

Autumn 2026 CPD Courses

London: £299.00+VAT | Online: £249.00+VAT

Psychology Leadership

T0109	Outstanding Leadership of a Psychology Department	Online: Tuesday 24 November 2026

A-Level Psychology

T0110	A-Level Psychology: Improved Outcomes for Students with Low Attainment	London: Tuesday 17 November 2026
T0432	NEW AQA A-Level Psychology: Making Research Methods Simple	London: Friday 20 November 2026
T0102	Teaching AQA A-Level Psychology for the First Time	Online: Monday 09 November 2026
T0099	AQA A-Level Psychology: High Impact Strategies to Access Top Marks	London: Tuesday 01 December 2026
T0427	NEW Teaching OCR A-Level Psychology for the First Time	London: Monday 30 November 2026
T0428	NEW OCR A-Level Psychology: High Impact Strategies to Access Top Marks	Online: Monday 14 December 2026

GCSE Psychology

T0324	NEW AQA GCSE Psychology: Aiming for Grades 7-9	Online: Monday 30 November 2026
T0323	NEW New to Teaching AQA GCSE Psychology	Online: Monday 09 November 2026

A-Level Sociology

T0117	Teaching A-Level Sociology for the First Time	Online: Friday 27 November 2026
T0114	AQA A-Level Sociology: Aiming for A/A*	Online: Tuesday 08 December 2026
T0115	Outstanding Assessment, Marking and Feedback in AQA A-Level Sociology	Online: Tuesday 03 November 2026
T0113	Maximising Outcomes in AQA A-Level Sociology	Online: Friday 20 November 2026

Outstanding Leadership of a Psychology Department

Course Code: **T0109**

Course Leader: **Harriet Ennis**

Online: **Tuesday 24 November 2026**

OVERVIEW

This course will consider what excellence in a Psychology department looks like, and the role of the Head of Psychology in helping to achieve and maintain such excellence. It will examine strategies for successful recruitment of students, for optimising teaching and learning, and for establishing and maintaining a position for Psychology within a school. It will conclude with an overview of what the working year of a Head of Psychology involves, and of the opportunities and challenges the job presents at various stages in its life cycle. It will offer constructive, pragmatic advice derived from Led by a Current Assistant Headteacher, former Head of Faculty for Social Science, Specialist Leader of Education and a Teaching and Research Psychologist, the course will provide detailed and accurate methods for making your department meet the latest Ofsted Inspection requirements.

The day will incorporate lively discussion and question-and-answer sessions. Delegates will leave equipped with effective practical strategies and ideas. This course is designed for current Heads of Psychology and for anyone interested in holding such a position or in contributing to the management of a Psychology department.

BENEFITS OF ATTENDING

- Insight to what makes a Psychology department excellent, and the role of the Head of Psychology in achieving excellence
- Exploring a range of strategies for improving and maintaining high quality recruitment of students
- Obtain strategies, specific to Psychology, to lead and inspire outstanding and rich teaching and learning
- Examine the yearly workload of a Head of Psychology and the life cycle of the job
- Reflect on strategies for dealing with the challenges and making the most of the opportunities presented by a Head of Psychology position

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: **Tuesday 17 November 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

NEW AQA A-Level Psychology: Making Research Methods Simple

Course Code: **T0432**
Course Leader: **Hannah Turner**
London: **Friday 20 November 2026**

OVERVIEW

This brand-new course is designed for teachers who are new to teaching Research Methods, as well as those looking to build their confidence in the topic. It is particularly suited to teachers working with mixed-ability groups and lower-attaining students who want to maximise student potential and improve outcomes in Research Methods. The course explores a range of effective teaching and assessment strategies, highlights common student misconceptions and errors, and introduces practical techniques to strengthen both teacher confidence and student performance.

PROGRAMME INCLUDES

- Making Research Methods Lessons Engaging
- Embedding Research Methods throughout the Specification
- Common Mistakes and How to Avoid Misconceptions
- Exam Ready: Breaking Down Questions and Finding Marks

Teaching AQA A-Level Psychology for the First Time

Course Code: **T0102**
Course Leader: **Jean-Marc Lawton**
Online: **Monday 09 November 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**
London: **Tuesday 01 December 2026**

OVERVIEW

An in-depth course exploring high impact strategies that raise attainment and support students to access top marks in examinations. Harriet will share ideas and accompanying materials that you can take-away and use immediately in the classroom. You will leave equipped with knowledge of the latest evidence-informed teaching, learning and assessment practice as well as feedback from the most recent exams. In addition the course includes access to a 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. The course will also place the students' learning in the context of the next step with suggestions of how to engage the most able by opening the door on to further studying Psychology at degree level.

PROGRAMME INCLUDES

- Key A/A* Skills: Mastery and Metacognition
- Key A/A* Teacher Skills: Feedback and Feedforward
- Key A/A* Characteristics: Resilience and Wellbeing
- Key A/A* Exam Skills: Getting Top Marks in A02/A03 Questions
- Key Curriculum Insights for A/A*: Less is More strategies

NEW Teaching OCR A-Level Psychology for the First Time

Course Code: **T0427**
Course Leader: **Deb Gajic**
London: **Monday 30 November 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**
Online: **Monday 14 December 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 New to Teaching AQA GCSE Psychology

Course Code: **T0323**
Course Leader: **Gurjeet Rai**
Online: **Monday 09 November 2026**

OVERVIEW

This brand-new 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.

PROGRAMME INCLUDES

- Overview of GCSE Psychology Structure and Difficult Concepts
- Assessment Objectives and Teaching AO Skills
- Maths and Research Methods Essential Skills
- Neuropsychology and Mental Health
- Theories, Studies, Issues, Debates and Approaches
- Preparing for the Exams

NEW AQA GCSE Psychology: Aiming for Grades 7-9

Course Code: **T0324**
Course Leader: **Gurjeet Rai**
Online: **Monday 30 November 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.

PROGRAMME INCLUDES

- Focused Deep Dive on the Demands of the AQA GCSE Specification
- Strategies to Stretch Top End Students
- Strategies to Achieve Grades 7 – 9 in Paper 1
- Achieving in Paper 2: Stretching and Challenging Able Students for a Top Grade

Teaching A-Level Sociology for the First Time

Course Code: **T0117**

Course Leader: **Rizwana Patel**

Online: **Friday 27 November 2026**

OVERVIEW

This course offers an introduction and overview to teaching the AQA A-level Sociology programme of study for anyone in their first 3 years of teaching the course, or for anyone lacking confidence in delivering the course effectively. 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 Sociology the material and confidence to teach effectively to all ability ranges
- Take away in depth understanding of the key challenge areas and how to teach them
- Gain insight into the content, the exam structure and the how exams are marked.
- Understanding of how to differentiate using scaffold and stretch strategies for essay writing

PROGRAMME

10.00am: Overview of the AQA A-level Sociology course including challenges and what to expect from pupils
- Ensuring students and teachers hit the ground running in September with little or no prior learning.
- Introducing the schemes of learning for the core units and chunking down content into manageable sections and mapping to the AO's.
- Recognising which areas will be most challenging for you and how to address these issues
- Identifying your support network and making the most of it – particularly in a small department or single teacher department.

10.45am: Break

11.00am: Teaching Theory and Methods
- Analysis of the different structures and ways of teaching the Theory and Methods topics.
- Pitfalls and easy wins when teaching Post modernism, Sociology as a science, Social Action Theories/Interactionism
- 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; Scaffolding up to ensure top students are challenged, while not leaving lower ability students behind.

12.30pm: Teaching Education
- Planning for success for a mixed ability group, teaching methodologies, flipped learning and using retrieval practise to boost student performance.
- Pitfalls and easy wins when teaching, with focus on Education Policies and Differential Educational Achievement.
- Building in opportunities for students to practice exam technique in a low stake's manner including Methods in Context.

1.00pm: Lunch

2.00pm: Ideas for Teaching Crime and Deviance
- Developing teaching strategies to build on Year 12 that support lower attaining students and pushing the higher attaining students.
- Introduction to teaching Ethnicity and Crime and Globalisation and Crime
- How to make synoptic links obvious and build into exam answers effectively.

2.45pm: Break

2.55pm: The Examination – What is Expected
- Overview of all three papers by AQA, what are they looking for? What do top band essays look like?
- Focus on the 20- and 30-mark questions, specifically how to plan them and sign post the assessment objectives to the examiner.
- Scaffolding the Methods in Context question.

3.30pm: Effective Feedback to Raise Attainment in the Exams
- Planning your assessments and the use of retrieval quizzes and knowledge tests.
- Feedback systems that focus on improvement rather than grades and save you time.

3.45pm: Depart

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

Course Code: **T0114**

Course Leader: **Zenub Patel**

Online: **Tuesday 08 December 2026**

OVERVIEW

This A/A* course, revised and updated is aimed specifically on how to ensure your students achieve the highest marks in AQA A-Level Sociology. It will focus on exploring the characteristics of work produced by students at the highest levels and delve into a range of teaching materials and strategies designed to ensure that students achieve the top grades of A and A*.

BENEFITS OF ATTENDING

- Take away teaching ideas and approaches that challenge and develop A and A* students
- Explore exemplar materials to identify characteristics of outstanding work
- Explore thinking deeply, synoptic links and A)3 Analysis
- Take away strategies and approaches to maximise students' marks in the examination
- Scrutinise and discuss exemplar A* and A grade answers
- Insights into what success looks like in examinations
- Find out more about to give the most effective feedback to A/A* calibre students
- Take away methods to best prepare students for exam success

PROGRAMME

10.00am: Thinking Deeply, Synoptic Links and AO3 Analysis To Access A/A*
- Strategies to embed thinking in TLA – examiners reward evidence of thinking
- Teaching methods to encourage deep thinking and reflection among students - moving away from regurgitation of information
- Strategies to develop students' synoptic links, including signposting these to examiners
- Make AO3 Evaluation stronger (and easier!) through making comparisons to similar or different sociological theories'

10.40am: Break

11.00am: Maximising exam performance: review where top marks are lost and how to avoid them
- Ensuring you're A/A* students know exactly what examiners are looking for, how to structure answers and the skills needed
- Embed Assessment Objectives in TLA - Stay focused on the end-goal'
- The 4 & 6 mark questions on Paper 1 and Paper 3
- How to maximise marks in the two types of 10 marks exam questions
- How to best approach and structure 20 & 30 mark exam questions to achieve top band

12.00pm: Exemplar A and A* Grade Answers
- Grade descriptors, activities, practical teaching strategies
- Model answers for Paper 1 Education and Paper 3 Crime and Deviance
- Candidate style answers and commentaries - what examiners look for
- Peer marking and its role in improving skills – teaching students how an examiner recognises a top band answer

1.00pm: Lunch

2.00pm: Effective Feedback for A/A* Students - Comments, not Marks
- Feedback strategies to stretch able students to maximise their potential – asking questions as feedback, no mark just feedback, amending answers using mark schemes
- Exploring ways to use feedback to support able students in improving their marks
- What an examiner looks for in a top band essay using exemplars
- Going beyond a template, getting students to understand what a top-grade essay looks like.
- Effective feedback strategies, to encourage better evaluation and conclusion writing skills.

2.45pm: Afternoon Break

2.55pm: Preparing for Exam Success
- Effective teaching strategies to support your high ability students in preparing for examinations
- How to get high ability students to take ownership of their revision
- Balancing exam technique and specification requirements whilst encouraging student engagement with sociology in the wider world and signposting to HE

3.30pm: Depart

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

Course Code: **T0115**

Course Leader: **Rizwana Patel**

Online: **Tuesday 03 November 2026**

OVERVIEW

This new course for all teachers of AQA A-Level Sociology will explore how you can turn the lessons to be learnt from the 2026 series into an opportunity for positive change moving forward. This interactive course will support and challenge teachers in equal measures. You will leave with a through overview of the main lessons to be learnt from the 2026 examinations and a wide range of ideas, methods and approaches to prepare students to maximise their potential in 2027. Particular emphasis will be made on the demands that were not met as well as they could have been and the implications this has for A-Level teaching and learning.

BENEFITS OF ATTENDING

- Understand the main lessons to be learnt from the 2026 examinations
- Gain an informed overview of key areas of concern
- Learn new and innovative ways to deliver areas that target the areas of concern
- Experience and try out novel pedagogy
- Produce a strategic approach to maximise student success in 2026

PROGRAMME

10.00am: Ensuring that you Assess Students' Work in a Reliably and Time-Effective Manner

- Understanding the different requirements and demands of the 3 exam papers
- Exploring the finer details of mark-schemes to know how marks are gained and lost
- Understanding how to use the Principal Examiner's report to help future students – avoiding common errors and following the advice
- The importance of the 'student learning outcomes' stated in the specification and the implications for teaching and learning

10.50am: Break

11.10am: Effective Assessment and Feedback to Students on Paper 1 Topics and Questions

- 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 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

12.00pm: Paper 2 Topics and Questions: Enhancing Assessment and Providing Feedback to Students

- Using insights offered in the Paper 2 reports to enhance students' overall performance.
- Identifying student misconceptions related to Paper 2 topics and implementing strategies to address and eliminate these misconceptions
- Exploring teaching and learning methodologies tailored for the most challenging Paper 2 topics.
- Highlighting valuable resources and assessment approaches that have demonstrated success in enhancing students' comprehension and proficiency in addressing questions related to Paper 2 topics.

12.50pm: Lunch

2.00pm: Effective assessment and feedback to students on the Paper 3 requirements

- The most difficult part of paper 3: where most of the marks are lost
- Recommended teaching and learning strategies for improving students' skills
- What were the examiners looking for in top level extended answers

2.40pm: Afternoon Break

2.45pm: Improving students' revision and exam technique

- 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

3.30pm: Depart

Maximising Outcomes in AQA A-Level Sociology

Course Code: **T0113**

Course Leader: **Nisreen Mohamedali**

Online: **Friday 20 November 2026**

OVERVIEW

This course is designed for sociology teachers and leaders who are committed to pushing their students towards top grades. It is ideal for those looking to refine their teaching strategies, challenge high-achieving students, and embed effective exam-focused techniques into their practice. Attending this course will provide practical, high-impact strategies to help students master sociological knowledge, apply contemporary examples effectively, and develop sophisticated evaluation skills. With a strong emphasis on exam success, the course equips educators with the tools to maximise marks across all assessment objectives.

BENEFITS OF ATTENDING

- Achieve Top Grades – Gain advanced strategies to maximise AO1, AO2, and AO3 marks across all exam papers.
- Master High-Level Evaluation – Develop sophisticated chains of reasoning and critical analysis to excel in 20- and 30-mark questions.
- Enhance Exam Technique – Learn examiner-approved approaches to avoid common pitfalls and craft top-band responses.
- Apply Contemporary Examples Effectively – Integrate sociological examples to strengthen application and analysis.
- Boost Independent Learning – Use metacognitive strategies to refine self-assessment, planning, and exam performance.

PROGRAMME

10.00am: Mastering Sociological Knowledge for Top Grades

- Advanced techniques to ensure precise recall and sophisticated application of sociological concepts, theories, key studies, and researcher names across all three exam papers.
- The role of high-level retrieval practice in securing full AO1 marks.
- Building a high-performance study toolkit to elevate knowledge retention and application.
- Developing academic fluency: guiding students to "think and write like sociologists" in extended responses.
- Strategies for securing all available marks on 4- and 6-mark questions, avoiding common pitfalls.

11.00am: Break

11.20am: Applying Contemporary Examples with Precision

- Identifying key areas in the specification where contemporary examples can enhance top-band answers.
- Integrating contemporary examples seamlessly into responses to strengthen AO2 marks.
- Designing activities that push students to critically engage with sociological developments.
- Using exemplar top-band exam responses to model outstanding application.

12.30pm: Lunch

1.30pm: Elevating Evaluation for AO3 Excellence

- High-impact strategies to help students construct sophisticated, critical evaluations that maximise AO3 marks.
- Modelling and deconstructing high-level chains of reasoning for analytical depth.
- Techniques for securing top marks in 20- and 30-mark extended essays.

2.15pm: Break

2.30pm: Exam Mastery – Achieving Full Marks

- Advanced metacognitive strategies for self-regulation, helping students refine their planning, monitoring, and evaluation of exam performance.
- Tackling the most challenging theory and methods questions with precision.
- Addressing common high-level misconceptions to push answers into the top bands.
- Examiner insights on crafting responses that consistently meet the highest assessment criteria.
- High-level marking exercises to develop a critical understanding of examiners' expectations and refine top-grade responses.

3.30pm: Depart

Empowering Educators, Inspiring Learners, Transforming Futures

Delivering Excellence in Education for Over 25 Years

Keynote educational

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

PSYCHOLOGY AND SOCIOLOGY

Teacher CPD Courses

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

Leadership CPD Courses

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

National Conferences

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

In-School Teacher Events

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

In-School Student Events

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

Exam Marking & Assessment

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

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

Scan the QR code to get in touch

Let's Work Together

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

01625 532974

online@keynoteeducational.co.uk

www.keynoteeducational.co.uk

Pentland House, Dean Row Road, Wilmslow SK9 2GH