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Dance

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Spring & Summer 2025

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Why Keynote Educational?

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Upcoming Courses

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Dance Leadership

T0082	Outstanding Leadership of a Dance Department	London: Wednesday 02 April 2025 Manchester: Monday 12 May 2025 London: Tuesday 17 June 2025
T0270	NEW Dance Strong Foundations: A Guide for Early Career Teachers	London: Monday 31 March 2025 London: Monday 07 July 2025

A-Level

T0070	AQA A-Level Dance: Aiming for A/A*	London: Monday 24 February 2025 London: Monday 09 June 2025
T0071	Teaching A-Level Dance for the First Time	Online: Monday 07 April 2025 Manchester: Monday 12 May 2025 London: Monday 16 June 2025
T0280	A-Level Dance Component 1: Achieving Success in Choreography and Performance	London: Monday 02 June 2025

GCSE

T0288	NEW AQA GCSE Dance: Strategies for Success in the 2026 Exams	London: Monday 30 June 2025
T0287	NEW AQA GCSE Dance: Aiming for Grades 7-9 in the Written Paper	London: Monday 03 March 2025
T0074	GCSE Dance Component 1, Assessment Task 1	London: Monday 03 February 2025 London: Monday 23 June 2025
T0075	New to Teaching GCSE Dance	Online: Tuesday 08 April 2025 London: Friday 04 July 2025
T0076	New to Teaching GCSE Dance Theory	Online: Friday 21 March 2025 London: Friday 11 July 2025
T0077	Brilliant GCSE Dance Teaching	Online: Thursday 06 February 2025 London: Thursday 05 June 2025
T0078	Developing Outstanding Choreography in GCSE Dance	London: Thursday 26 June 2025
T0080	Managing the Challenges of Teaching GCSE Dance in Limited Time	Online: Wednesday 02 July 2025

BTEC

T0072	Outstanding Teaching in BTEC Tech Award in Dance	London: Friday 20 June 2025
T0073	BTEC Tech Award in Dance: Component 1 Assessment Workshop	Online: Friday 11 April 2025
T0281	BTEC Tech Award in Dance: Achieving Success in External Component 3	Online: Monday 03 February 2025



Outstanding Leadership of a Dance Department

Course Code: **T0082**
 Course Leader: **Pippa Fisher-Coldwell**
 London: **Wednesday 02 April 2025**
 Manchester: **Monday 12 May 2025**
 London: **Tuesday 17 June 2025**

ABOUT THIS COURSE

What does it take to achieve excellence in a Dance department and what pivotal role does the Head of Dance play in maintaining this excellence? In this course, updated for 2025, 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 Dance 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 dance department excellent
- How the Head of Dance can develop and improve teaching and learning within the department
- Enhance your ability to lead, support and nurture non-specialist teachers in dance
- Strategies for dealing with the challenges and making the most of the opportunities presented
- The importance of key documents and processes: Inspections, appraisals, and observations

PROGRAMME

Leadership and Vision: The Qualities and Skills of an Outstanding Head of Dance	10.00am
<ul style="list-style-type: none"> • The different skills needed as a teacher, effective as a manager and inspirational as a leader • What is the position of dance within your school: variables, challenges, and opportunities • What makes an outstanding dance department and how staff can collaborate 	
Effective Techniques to Drive Department Improvement	10.30am
<ul style="list-style-type: none"> • Department self-evaluation. Evaluating your department and acting upon this effectively • Preparing your department for inspections – How can you make sure you are ready? • Documents and paperwork - What is important and how to complete them effectively 	
Break	11.20am
Outstanding Leadership in Teaching and Learning: High Expectations, High Challenge, High Reward	11.40am
<ul style="list-style-type: none"> • Implementing effective strategies for a consistent and effective experience for all learners • Modelling outstanding teaching and learning. Developing schemes of work from KS3 • Making effective use of assessment and data 	
Lunch	12.40pm
Creating The Buzz	1.40pm
<ul style="list-style-type: none"> • Ensuring a stimulating, motivational and valuable experience to attract and retain students • Engaging interest outside of the curriculum • Making your department stand out 	
Break	2.30pm
How It Works: The Head of Dance	2.40pm
<ul style="list-style-type: none"> • Planning ahead and finding time to do so. Managing workload: The work-life balance • Challenges and how to deal with them • The life cycle of the Head of Department. Maintaining freshness and enthusiasm 	
Depart	3.30pm

DANCE T&L



Dance Strong Foundations: A Guide for Early Career Teachers

Course Code: **T0270**
 Course Leader: **Claire Noonan**
 London: **Monday 31 March 2025**
 London: **Monday 07 July 2025**

ABOUT THIS COURSE

This new course, part of our 'Guide for Early Careers Teachers' range is designed for new teachers of Dance in their induction period, equipping them with the knowledge and skills required for effective Dance education. It covers Dance pedagogy, creative choreography, inclusive practices, assessment strategies, and exam-level preparation for GCSE and A-Level.

BENEFITS OF ATTENDING

- Gain foundational knowledge in dance pedagogy
- Learn practical performance and choreography techniques to engage learners
- Explore inclusive practices for diverse learners
- Routines and rituals that ensure high standards of progress and learning in dance
- Acquire strategies for exam-level teaching and assessment

PROGRAMME

Introduction and Objectives	10.00am
Fundamentals of Dance Education	10.15am
<ul style="list-style-type: none"> • Teaching dance in an educational setting- the bits beyond the studio. • Principles of Dance Pedagogy and understanding the subject-specific vocabulary. • Structuring effective dance lessons with routine and rituals in mind. • Designing a dance curriculum that suits you and your school, looking at a variety of dance styles and exam qualifications. • Promoting dance to staff, learners and the school community: being an advocate for the subject. 	
Break	11.15am
Creative Choreography and Student Engagement	11.30am
<ul style="list-style-type: none"> • Conservatoire trained or a non-specialist? Ways to improve your confidence in teaching dance • Key essentials: the importance of creating the right relationships, rapport and atmosphere for learners to succeed • Inspirational starting points and themes to motivate learners in dance. How to select the right music and professional works for your classes 	
Lunch	12.30pm
Inclusive Practices in Dance	1.15pm
<ul style="list-style-type: none"> • Differentiation: Adapting dance activities for all abilities and needs • Promoting an inclusive and supportive environment • How to support the reluctant learners and the non-participant • Recognising talent and how to nourish it 	
Break	2.15pm
Assessment and Feedback	2.30pm
<ul style="list-style-type: none"> • Methods for assessing dance skills and performance • Providing constructive feedback to learners without burdening the workload 	
Exam-Level Teaching for GCSE and A-Level	3.00pm
<ul style="list-style-type: none"> • Preparing students for dance exams • Effective exam strategies and practice • Look at exemplar materials to understand the assessment criteria 	
Depart	3.30pm



Teaching A-Level Dance for The First Time

Course Code: **T0071**
 Course Leader: **Claire Noonan**
 Online: **Monday 07 April 2025**
 Manchester: **Monday 12 May 2025**
 London: **Monday 16 June 2025**

ABOUT THIS COURSE

This course, revised and updated for 2025, is designed for teachers who are new to teaching A-Level Dance, or who wish to improve their understanding to enable their students to achieve higher grades. The sessions are designed to improve delegates' understanding of the Dance specification and ensure that candidates have the best opportunity to maximise their potential grades.

Delegates will receive new teaching approaches as well as key guidance in how to develop exceptional examination and NEA techniques in A-Level Dance to maximise students' success when delivering the course for the first time.

BENEFITS OF ATTENDING

- Gain an excellent understanding of the complexities of the A-Level Dance specification
- Gain insight into the content, the exam structure and the how exams are marked
- Understand the exams, mark schemes, standards and what examiners will be looking for
- Examples of A-Level questions; how to prepare students to get the best possible marks

PROGRAMME

The Specification in Depth	10.00am
<ul style="list-style-type: none"> • Making successful the transition from GCSE to A-Level • The challenges and what to expect. Structuring a flexible course in response to students' needs • Explore the key challenges of delivery and ways to structure your teaching 	
Break	10.45am
Teaching Component 1: Performance (Solo and Quartet)	11.00am
<ul style="list-style-type: none"> • Success in Component 1, practical approaches, and methods to teaching dance technique • How to effectively introduce the technique and stylistic features of Rambert practitioners • Exemplar solo and quartet work, understanding the grading and giving feedback 	
Teaching Component 1: Effectively Teaching Choreography	11.45am
<ul style="list-style-type: none"> • Techniques and methods for teaching choreography • Supporting students in developing the skills for achieving good compositions • The choreography questions - Creativity and complexity. 	
Lunch	12.30pm
Teaching the Set Work Rooster (1991)	1.15pm
<ul style="list-style-type: none"> • Teaching each Rooster in an inspiring, motivating, and informative way • Teaching essay writing, devising questions, marking and feedback • Approaches to questions and question styles on Rooster 	
Teaching the Rambert Dance Company (1966-2002)	1.45pm
<ul style="list-style-type: none"> • Ways to choose two named practitioners within Rambert: What students need to know • Ways to teach the key points and information on Rambert's history using a variety of resources • The 25-mark questions – Helping students to write excellent responses - examples 	
Break	2.30pm
Approaches to Teaching Singin' in The Rain & Jazz	2.40pm
<ul style="list-style-type: none"> • Developing an understanding of the influences and context to American jazz dance, 1940–1975 • Building student understanding between the contextual background and the area of study 	
Approaches to Teaching Singin' in The Rain & Jazz 2	3.00pm
<ul style="list-style-type: none"> • Planning and structuring your 2-year scheme of work • Assessment timetables, how to balance this with whole school assessment schedules • Time management – Planning to mark efficiently and effectively, use of peer assessment 	
Depart	3.30pm

AQA A-LEVEL DANCE



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

Course Code: **T0070**
 Course Leader: **Claire Noonan**
 London: **Monday 24 February 2025**
 London: **Monday 09 June 2025**

ABOUT THIS COURSE

Rewritten and updated for 2025, this popular course is focused on how to ensure your students achieve the highest marks in all areas of the AQA A-Level Dance exam. It will centre on exploring the characteristics of work produced by students working at the highest levels and explore a range of teaching materials that stretch and challenge your students to achieve A and A* grades.

BENEFITS OF ATTENDING

- Gain fresh approaches to creative teaching ideas that push A and A* students
- Explore exemplar materials to identify characteristics of outstanding work
- Consider lessons learnt from the examination series in 2024 and how to apply these to your teaching
- Take away key methods for ensuring students get A and A* in each of the practical and written components
- Build into your teaching top grade assessment criteria for successful outcomes

PROGRAMME

Lessons Learnt from the 2024 Exams	10.00am
<ul style="list-style-type: none"> • Understand examiner expectations for outstanding performances • Identify common barriers to achieving higher marks in written exams • Review insights from 2024 exams for Grade A and A* students 	
Focus on Assessment Demands for the High Grades	10.30am
<ul style="list-style-type: none"> • Explore assessment objectives and feedback strategies • Define A/A* student characteristics within this specification • Clarify the requirements of the range of questions in the written exam to ensure the most able students can meet this to the highest level • Use mark scheme vocabulary to enhance feedback and progress 	
Break	11.00am
Achieving Top Grades in Component 2: Critical Engagements/The Written Papers	11.15am
<ul style="list-style-type: none"> • Plan, retrieve and review- how to engage and succeed on the journey to the written exam • Analyse Rooster questions and command words for maximum marks • Expand knowledge of Rambert and related areas of study • Refining the delivery and their understanding of Rambert's history using a variety of resources • Prepare students for the 25-mark essay with refined writing techniques • Example responses and marking tasks with feedback 	
Lunch	12.30pm
Achieving Top Grades in Component 1: Performance and Choreography	1.30pm
<ul style="list-style-type: none"> • Strengthen performance and technique using marking criteria • High expectations: tools to stretch and challenge your students in the practical exam • Review exemplar solo/quartet work for A/A* insights • Guide students in choreography with meaningful feedback • Learn from exemplar group choreography and examiner reports • Highlight top candidates' characteristics in choreography 	
Break	2.15pm
Exam Techniques and Tactics	2.30pm
<ul style="list-style-type: none"> • Fun and motivating ways to prepare your students in the final days and weeks before the practical and written exams • Predicting the paper: familiarise your students with the characteristics of previous exam questions • Strategies to prepare your students for the assessments and examination • Understand the highest demands of outstanding use of dance vocabulary – What examiners expect to see from A and A* students 	
Depart	3.15pm

NEW AQA GCSE Dance: Aiming for Grades 7-9 in the Written Paper

Course Code: **T0082**
Course Leader: **Pippa Fisher-Coldwell**
London: **Monday 03 March 2025**

ABOUT THIS COURSE

This revised course for 2025, is aimed for all Dance teachers looking to maximise the attainment of their candidates into the top-level bands and is perfect preparation for the summer exams. This course focuses on meeting the demands of the higher-level marking bands in component 2, examining the characteristics of work produced by candidates working at the highest levels. Delegates will take away a range of teaching approaches, ideas and activities designed to ensure candidates achieve a 7-9 grade in the AQA GCSE Dance written paper.

BENEFITS OF ATTENDING

- Understand the assessment demands of the AQA GCSE Dance written paper
- Develop strategies for meeting the requirements of the higher bands
- 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 and discuss what they are looking to see in high quality responses
- Understand the formats of different styles of questions.

PROGRAMME

Achieving Grades 7-9 in the Written Paper:	
What does it Involve?	10.00am
<ul style="list-style-type: none"> • Review characteristics of grades 7-9 candidates • Grades 7, 8 and 9: what are the differences between these? • Making the transition into the top band • A two-year course overview with the focus on top grades • Lessons learnt from the most recent examination series for able candidates on the written paper 	
Break	10.45am
Achieving Well in Questions in Sections A and B	11.05am
<ul style="list-style-type: none"> • Creative ways to stretch and challenge candidates when linking to choreographic intent • Drilling the short mark answers- simple yet effective hypothetical choreography responses • Exploring AO3- Performance and Choreography terminology- how can candidates use the fundamentals within top band answers • Exploring AO4 and how candidates' can comment on their own experience of performance and choreography in a succinct manner • Using practical lessons to assist with retrieval. • How to write a grade 9 motif • Review examples for grade 7-9 section A & B responses: what top level candidates do 	
Lunch	12.30pm
Reaching Top Grades in Section C	1.30pm
<ul style="list-style-type: none"> • Describing, analysing, interpreting, evaluating: how can candidates achieve top marks for each skill? • Creating effective structured responses • Exploring AO4- the importance of a candidate's own opinions • Exploring and dissecting 12-mark extended questions- successful and less successful responses 	
Break	2.30pm
Strategies to Really Stretch Top End Candidates	2.40pm
<ul style="list-style-type: none"> • Effective, realistic and interesting ways to stretch the most able candidates in the written papers. • The toughest questions, the key things to avoid and common mistakes. • Using resources, materials and technology well; organisation is key. • Using in school assessment to stretch the most able. • Exam tactics and techniques. • Collaboratively complete extended responses to ensure a deeper understanding of the specification. 	
Depart	3.30pm

GCSE DANCE

GCSE Dance Component 1, Assessment Task 1: The Set Dances

Course Code: **T0074**
Course Leader: **Claire Noonan**
London: **Monday 03 February 2025**
London: **Monday 23 June 2025**

ABOUT THIS COURSE

This new course is aimed for all GCSE Dance teachers looking to maximise the success of their students in the Performance Component 1 Set Dances. The course is a part-practical course and will be held in a Dance Studio in Central London. The course is designed to stimulate and excite creative ideas for teaching the set dances to maximise student grade potential. Using a range of varied, interesting and motivational learning and teaching methods you will practically develop the set phrases, implement pedagogical methods and techniques which stretch and challenge students of all abilities, from grades 4/5 to 8/9.

Focus will also be assessing accurately students' set dance, marking the task assessment evidence, the assessment grids and applying the assessment grids. Pedagogical approaches to ways of maximising grade potential will be explored – ranging from Grades 4 – 5 to 8 – 9 together with best practice ways to support students to raise their performance levels and access the high grades.

BENEFITS OF ATTENDING

- Discuss a range of approaches to teaching the Set Dance and as part of the wider GCSE course
- Take away practical approaches and key advice on how to ensure students achieve the highest grades possible for the set phrases
- Take away teaching techniques, methods and feedback strategies to raise attainment and to demonstrate to the moderator
- Understand the marking criteria and what is expected to gain full marks in the set dances
- Explore how to utilise motifs to integrate into a performance piece



Spring & Summer 2025

PROGRAMME

Achieving in The Set Dances	10.00am
<ul style="list-style-type: none"> • Analyse the content and structure of Component • What do the examiners want to see? Understand what is expected for outstanding performances and how to support less experienced students • Explore how you can teach and rehearse the phrases with equal emphasis on all three skills areas • Developing concentration, commitment, movement memory and confidence in your students as critical essentials – fundamental skills to turn your students into dancers 	
Break	10.45am
Practical Workshop: Achieving Success in the Set Works “Breathe” and “Shift”	11.00am
<ul style="list-style-type: none"> • Creative approaches to teaching these two set dances • Practical session on two dances focusing on physical, technical and expressive skills • Reinigorated ways to get across the challenging key points • Overall performance—ways to get students to convey effectively the dance style of these two dances and to perform for the camera to access the top marks 	
Assessing, Analysing and Marking “Breathe” and “Shift”	12.00pm
<ul style="list-style-type: none"> • Examination and analysis of the solo and duet/trio performances • Using the mark scheme to look at the performance at various levels, from the first sketches through to final performance Assessment—examining the typical differences between Grade4/5 and grade8/9 performances and how to help students move through the grades to access the top marks 	
Lunch	12.40pm
Assessing, Analysing and Marking “Flux” and “Scoop”	1.40pm
<ul style="list-style-type: none"> • Examination and analysis of solo and duet/trio performances • Using the mark scheme to look at the performance at various levels, from the first point of assessments through to final performance • Highlighting typical differences between Grade4/ 5and grade8/9 performances • Helping students move through the grades to access the higher marks • Tackling key areas that students struggle with through real-life examples 	
Practical: Session: “Flux” and “Scoop”	2.15pm
<ul style="list-style-type: none"> • Learning key phrases from these two dances • Practical ideas of developing these phrases for your students • How to include these phrases in performance pieces • Look at examples of development in a number of exemplar performance pieces 	
Break	3.00pm
Refinement & Fine Tuning	3.15pm
<ul style="list-style-type: none"> • Making a performance outstanding • Integrating the four mental skills in your teaching to maximise marks • Final presentation; communicating to the examiner • Top performance tips and techniques 	
Depart	3.45pm



Outstanding Teaching in BTEC Tech Award in Dance

Course Code: **T0072**
 Course Leader: **Justine Reeve**
 London: **Friday 20 June 2025**

ABOUT THIS COURSE

This fantastic course will cover the new BTEC Dance Level 1 / 2 Tech Award in Performing Arts with a Dance Approach, which is for first teaching 2024 and first certification 2024 with the discount code LB1.

You will explore each component gathering ideas for course delivery, insight into the application of the new numerical assessment criteria and discover what a Pearson set assignment briefs is.

This course will give you the confidence to plan your course, an understanding of how to engage students with examples of learner work to aid understanding.

BENEFITS OF ATTENDING

- A clear insight into the BTEC Performing Arts Tech Award with a Dance Approach components
- Know what is expected of learners for both internal and external assessment
- Uncover how the specification can really work in practice.
- Insight into the set assignments and numerical assessment criteria to plan your course
- Discover how you can deliver this new specification with insight from a dance specialist

PROGRAMME

Getting To Know the NEW BTEC Tech Award in Performing Arts With A Dance Approach	10:00am
<ul style="list-style-type: none"> • The new structure and the similarities to the legacy BTEC Tech Award • Discovering what has changed and how this will affect our planning • Planning the overview and discovering assessment opportunities 	
Break	11:15am
Unpicking The Knowledge Component: Comp 1: Exploring the Performing Arts	11.30am
<ul style="list-style-type: none"> • The terminology: Understanding what is required and support work that is relevant and inspiring • Discovering what a set assignment is for an internal component with examples • Assessing examples of learner work to further our comprehension of this comp 	
Lunch	12.30pm
Exploring The Skills Component: Comp 2: Developing Skills and Techniques in The Performing Arts	1.15pm
<ul style="list-style-type: none"> • The terminology: Understanding what is required and support work that is relevant and inspiring • Discovering what a set assignment is for an internal component with examples • Assessing examples of learner work to further our comprehension of this comp 	
Break	2.15pm
Unravelling The Externally Assessed Component: Comp 3: Responding to A Brief	2.30pm
<ul style="list-style-type: none"> • An overview of the tasks and investigating the expectations of teachers to plan • Breaking down the assessment criteria and what is being asked of the learner • Approaches to the external brief, effective planning, and rehearsal tips 	
Successfully Managing Your BTEC Tech Award	3.15pm
<ul style="list-style-type: none"> • Assessment planning, available resources, ideas to share, where to look for support • Working out the overall grade calculations making sense again of the numbers 	
Depart	3:45pm



BTEC Tech Award in Dance: Achieving Success in External Component 3

Course Code: **T0281**
 Course Leader: **Justine Reeve**
 Online: **Monday 03 February 2025**

ABOUT THIS COURSE

We are excited to present this brand-new course, designed to help you deliver dynamic and innovative dance instruction that engages, motivates, and challenges BTEC Dance students. The course offers practical and strategic insights to enhance student attainment and achievement in the external Component 3. In the morning session, you'll explore the 2025 Set Task with hands-on, creative approaches that will inspire and energise your students. The afternoon will focus on planning, grading student work, and understanding key administrative responsibilities. The course is ideal for all Dance and PE teachers delivering the BTEC Dance qualification. The morning will be practical, so please come dressed appropriately and be ready to move!

BENEFITS OF ATTENDING

- Learn how to approach practically the Set Task: Performing to a brief for 2025
- Develop creative teaching for learners and take away a tool kit of innovative ideas
- Find out how to effectively deliver Component 3 written tasks
- Have the confidence to plan your course with imagination
- Gain understanding of the expectations of learners and how to help aid their success
- Discover how you can deliver the course with insight from the dance specialist course leader

PROGRAMME

Practical Teaching Approaches (Please bring suitable clothes)	10.00am
<ul style="list-style-type: none"> • Discussion: Exploring the overview of the course, the units, their weighting and where the external component fits into the overall qualification. • Warm-up and practical exploration of the stimulus and details of the brief • How to encourage learners to prepare 7–15 minute pieces for success and what makes it vocational • Ideas to take back to the classroom or dance studio to enhance student abilities and creativity 	
Break	11:15am
Preparing for Performance	11.30am
<ul style="list-style-type: none"> • Looking at the Set Task and creating movement material and tasks • How to capture information in practical sessions for the three written parts • Encouraging learners to create movement material for a target audience • Preparing learners to perform their group pieces: methods and strategies that work 	
Lunch	12.30pm
Your Assessment Workshop Ideas and Strategies for Successful Planning and Delivery for Task 1,2 and 4	1.30pm
<ul style="list-style-type: none"> • How to help learners generate their written responses for Tasks 1, 2 and 4: explore how to achieve good responses from your learners • Top tips for the component and the timetabling of the written tasks • Creative ways forward for students and further lesson plans / teaching ideas • Expected delivery and timings of the assessment window 	
Break	2.30pm
Grading Workshop	2.45pm
<ul style="list-style-type: none"> • Sharing approaches and innovative for ways to underpin knowledge prior to release of the external assessment brief • Grading learners' work together (written work and practical dance pieces) • How to aid, encourage and push learners to achieve • How this unit relates to Component 1 and 2 and other administration processes 	
Depart	3.30pm



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