

# Keynote

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Friday  
**19**  
**June**  
**2026**  
London

National  
Conference  
Code: C0014

Driving teaching excellence  
and transforming learning in  
every classroom

# TEACHING & LEARNING CONFERENCE 2026:

## TEACHING WITH INSIGHT, INTENTION AND INNOVATION

### SPEAKERS INCLUDE:

**Dr Stephen Belding**

Director of Academic Programmes,  
Rugby School Global Partnerships

**Rachel Dove**

Oracy Adviser, United Learning  
Trusts

**Rachel Ballantyne**

Founder of Edify and Empower  
Tutoring

**Marcus Sharrad**

Owner of The Crafted Concept,  
coaching consultant and previously  
Director of Coaching & Mentoring,  
Marlborough College

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# CONFERENCE AIMS

Our Teaching & Learning Conference brings together school leaders from across the state and independent sectors to examine the next phase of sustainable classroom improvement. At a time when schools face increasing accountability, rising expectations around curriculum quality, and significant pressures on staff workload and retention, leaders require clarity on what genuinely improves teaching and learning at scale. This conference is designed to support evidence-informed decision-making, helping leaders move beyond initiative overload towards coherent, long-term improvement.

The programme draws on a robust and evolving evidence base, including research on curriculum coherence, memory and retrieval, adaptive teaching, oracy and instructional coaching. Sessions explicitly connect classroom practice with whole-school strategy, departmental consistency and professional culture. Leaders will engage with proven approaches to assessment, feedback and teacher development that align with current inspection frameworks while remaining realistic within timetable and workload constraints.

Throughout the day, delegates will gain both strategic insight and practical tools to support implementation across their schools. The focus is on scalable models that improve consistency, build staff confidence and strengthen teaching expertise over time. Leaders will leave with a clearer understanding of where to prioritise effort, how to align pedagogy with curriculum intent, and how to design professional learning that leads to sustained improvement rather than short-term change.

## BENEFITS OF ATTENDING

- Gain clarity on evidence-informed teaching and learning priorities aligned with current inspection expectations
- Strengthen curriculum coherence, sequencing and depth across subjects and year groups
- Develop consistent whole-school approaches to oracy and adaptive teaching without increasing workload
- Take away classroom-ready strategies that translate research into practice quickly
- Build sustainable instructional coaching models that support all career stages
- Understand how to use technology and AI safely to reduce workload and enhance learning
- Leave with clear leadership actions to prioritise improvement and drive whole-school impact

## WHO SHOULD ATTEND

- Headteachers, Deputy Heads and Assistant Heads
- Directors of Teaching & Learning and Professional Development Leads
- Curriculum Leaders and Subject Leaders
- ECT Induction Leads, ITT Leads and Teaching School Hub staff
- Anyone responsible for improving classroom practice or leading pedagogy across the school

## Delegate Rates

First delegate rate

£349

+ VAT

Additional delegates

£279

+ VAT



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# PROGRAMME

10.00am Welcome & Introduction

Steve Smith  
Director of Professional Development,  
Keynote Educational

10.05am Curriculum That Endures: Coherence, Sequencing and Depth in High-Performing Schools

- Discover how high-performing schools design and sequence curricula to maximise learning, progression and subject mastery across all year groups
- Gain insight into evidence-informed principles from cognitive science and classic research, supporting both breadth and depth without overloading staff
- Explore practical strategies to strengthen departmental consistency, embed sustainable improvement, and protect curriculum integrity
- Leave with actionable approaches to refine curriculum design and drive measurable impact across your school

Dr Stephen Belding  
Director of Academic Programmes,  
Rugby School Global Partnerships

11.00am Break

11.20am Oracy for Learning: Building Confident Communicators in Every Classroom

- Why oracy is now essential for learning, confidence and future readiness across all subjects
- Practical routines and strategies to embed structured talk, discussion and debate
- Supporting reluctant speakers and ensuring equity of voice in mixed-ability groups
- Assessing oracy meaningfully without creating additional workload

Rachel Dove  
Oracy Adviser, United Learning Trust

12.10pm AI and Learning: Evidence, Impact and Leadership

- Understand how AI can be strategically used to enhance learning, engagement and productivity in high-performing classrooms
- Examine the latest research on AI's potential and limitations for teaching, learning and assessment, supporting informed decision-making
- Explore practical approaches to integrate AI safely, ethically and effectively, while maintaining high expectations for student thinking
- Leave with clear leadership strategies to embed AI in school practice, reduce workload and support staff confidence and consistency

Dr Stephen Belding  
Director of Academic Programmes,  
Rugby School Global Partnership

1.00pm Lunch

2.00pm Adaptive Teaching that Works: Meeting Needs Without Lowering Challenge

- What adaptive teaching truly means in 2026: moving beyond differentiation toward responsive, in-lesson decision-making
- Practical strategies for adapting instruction - scaffolds, explanations, modelling, retrieval and questioning, while maintaining high expectations for all learners
- How to use assessment for learning, live feedback and student behaviours as signals for when and how to adapt
- Designing departmental approaches to adaptive teaching that reduce workload, promote consistency and support SEND learners effectively

Rachel Ballantyne  
Founder of Edify and Empower Tutoring

2.50pm Break

2.55pm Instructional Coaching in 2026: What's Proven, What's Next

- The core principles of high-impact coaching and what research now shows about frequency, modelling and feedback.
- How to evolve coaching for experienced teachers, not just ECTs.
- Building a coaching culture: overcoming staff resistance and ensuring buy-in.
- Designing a sustainable model that fits around workload and timetable constraints.

Marcus Sharrad  
Owner of The Crafted Concept,  
coaching consultant and previously  
Director of Coaching & Mentoring,  
Marlborough College

3.45pm Depart

## SPEAKERS



### Dr Stephen Belding

Dr Stephen Belding is Director of Academic Programmes for Rugby School Global Partnerships and former Head of Chemistry at Rugby School. He holds an MChem and a DPhil in Chemistry from Oxford University, as well as a Masters in Education from the University of Buckingham, where his research explored school inspection reports and the drivers of excellence in schools. He also serves as the governor responsible for teaching and learning at Ashlawn School in Rugby, sits on the governing council of ISEB, and works as an A-level examiner.



### Rachel Dove

Rachel Dove has over 20 years' experience in both primary and secondary education, having served as an English teacher at Key Stages 2 to 5 and latterly as an educational consultant. She has held middle, senior and Trust-wide leadership roles from 2002-2018, with a focus on literacy, oracy, transition and teaching and learning. From 2018, Rachel spent over 5 years as a senior Programme Lead at the UK's national oracy charity, Voice 21, developing and delivering national oracy programmes for teachers and leaders focusing on the fundamentals of oracy pedagogy and practice, as well as curriculum design and leadership development. She also delivered bespoke oracy-focused consultancy from EYFS to FE. Most recently she has led oracy provision for United Learning Trust, defining the vision and mission for oracy across a nationwide group of schools, and advising and developing practice.



### Rachel Ballantyne

Rachel Ballantyne is the founder of Edify and Empower Tutoring, an education specialist with more than thirteen years of experience teaching and leading in UK independent and international schools. Her work is grounded in a simple philosophy: kindness creates confidence and confidence drives academic excellence. Rachel is a qualified English teacher, an experienced academic mentor and a Designated Safeguarding Lead. She is known for combining compassionate, pupil-centred support with high expectations, clear structure and strong subject expertise. Her approach helps students move from uncertainty to clarity. Edify and Empower Tutoring reflects Rachel's commitment to purposeful, high-quality education that protects, challenges and inspires young people to thrive.



### Marcus Sharrad

Marcus Sharrad is the owner of The Crafted Concept, a performance coaching consultancy working across education and elite sport, with a focus on pedagogy, leadership, and individual and team performance. Through The Crafted Concept, Marcus supports schools nationwide to strengthen internal professional learning in line with Ofsted and ISI expectations, working with senior leaders, middle leaders, and subject departments. As a qualified executive coach, he also works one-to-one with senior leaders and Heads. Alongside his work in education, Marcus provides pedagogical and performance support within elite sport, including professional football and Olympic pathways, supporting players, coaches, and coaching staff. He previously served as Director of Coaching & Mentoring at Marlborough College, leading staff induction, PGCE and ECT programmes, internal professional learning, and a data-led, whole-school academic intervention initiative.



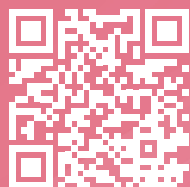
*Outstanding! Straight talking, lots to take away. Very interesting hearing from such highly experienced leaders. Excellent.*

James Allen's Girls' School



*Really well produced and delivered. Knowledgeable speakers with very useful and dynamic content. Good practical takeaway tips.*

Loughborough Grammar School



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