Teaching and Learning Policy 2026 - 2027

PACE
MODERN BRITISH SCHOOL
DUBAI, UAE

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Mission statement

'To create a safe, respectful and collaborative environment, conducive to promoting creativity and develop compassionate, tolerant global citizens, through dedicated leadership, committed staff and engaged community.'

We are committed to delivering innovative and inspirational teaching that develops confident
learners by:

- Fostering a safe and respectful learning environment
- Promoting creativity and collaboration
- Developing students into compassionate, tolerant global citizens
- Achieving this through strong leadership, dedicated staff and active community engagement

Introduction

At PACE Modern British School, teaching is guided by our motto: Embrace, Empower, Evolve. We believe that exceptional teaching nurtures happiness, inspires excellence and drives innovation so that pupils grow not only academically, but personally and socially. Our driving statements: Nurturing Happiness, Fostering Citizenship, Inspiring Excellence, Embracing Kindness, Driving Innovation, Forging Collaboration - shape every classroom, every learning interaction and every pedagogical decision. Teaching at PACE is mission-driven: *to create a safe, respectful and collaborative environment, conducive to promoting creativity and developing compassionate, tolerant global citizens through dedicated leadership, committed staff and an engaged community*.

We are committed to delivering innovative and inspirational teaching that develops confident learners. We achieve this by fostering safe and respectful learning environments, promoting creativity and collaboration and equipping pupils with the knowledge, skills and habits of mind that lead to lasting change in understanding, capability and thinking. We recognise that teaching shapes learner identity; transforming not only what pupils know, but what they believe about themselves. Therefore, our teaching approach develops resilience, curiosity, conceptual depth and self-efficacy, ensuring that learning endures beyond individual lessons and prepares pupils for future challenge, complexity and opportunity.

Aims

- To ensure high-quality teaching that enables the acquisition of knowledge, skills and understanding that underpin all future learning.
- To promote the inclusion of all learner groups, including pupils with SEND, More-Able Gifted and Talented learners, English Language Learners, Emirati pupils and all genders, ensuring equity of access, participation and progress.
- To deliver a broad and balanced curriculum that enables pupils to make progress through enjoyment, challenge and meaningful connection.
- To provide enrichment experiences that help pupils make links across disciplines, contexts and real-world application.
- To embed evidence-informed strategies that strengthen pupil memory, retrieval, fluency and long-term retention.

Principles of Teaching & Learning at PACE

Modelling and Effective Instruction

Expert modelling is central to teaching at PACE. Teachers make thinking visible through explicit demonstration, narration of cognitive processes and exemplification of high-quality outcomes. Through the consistent use of WAGOLLs in English, pupils are shown what success looks like and how it is achieved. Modelling supports pupils to build secure mental schemas, internalise academic language and develop confidence in unfamiliar or complex tasks. Teachers sequence modelling carefully before guided and independent practice, reducing cognitive load and enabling pupils to apply new learning with increasing independence and accuracy.

Discovery Learning and Guided Exploration

PACE values inquiry and curiosity. Discovery tasks are used to stimulate exploration, prediction and reasoning, enabling pupils to investigate concepts actively. These tasks are structured purposefully and followed by explicit teaching, modelling and consolidation to ensure learning is anchored, misconceptions are addressed and knowledge is secured for future retrieval and application. Exploration is not left to chance; it is guided, purposeful and embedded within strong instructional sequences.

Memory and Retrieval Practice

Teaching at PACE is intentionally designed to strengthen long-term memory. Teachers activate prior knowledge at the start of lessons and connect new learning to existing schemas. Retrieval opportunities are embedded through questioning, exit tickets, spaced low-stakes quizzing and frequent cumulative review so that learning is revisited and strengthened over time. Retrieval is used not only to assess understanding, but to enhance it, supporting pupils to transfer learning from working memory into durable long-term understanding. Teachers prioritise structure, clarity and consolidation to ensure learning is fluent, flexible and enduring.

Assessment for Learning (AfL)

Teachers use pre-assessments, questioning throughout lessons and exit tickets to monitor understanding and adapt instruction responsively. Assessment data is used strategically to inform targeted intervention grouping, ensuring timely support for pupils who require additional consolidation or challenge. AfL is embedded as an ongoing instructional tool, ensuring every pupil's learning needs are recognised, planned for and acted upon.

Metacognition

PACE teaching develops reflective, self-regulating learners. Teachers explicitly teach pupils how to plan, monitor and evaluate their learning using structured reflection, self-questioning and guided prompts. Metacognitive dialogue is modelled by staff and embedded within lessons so that pupils learn not just what to think, but how to think. Through this, pupils develop resilience, independence and increasing self-efficacy when approaching challenge.**Grouping**

Grouping at PACE is flexible, purposeful and responsive to learning goals. Teachers make strategic decisions about when pupils work as a whole class, in pairs, independently, or in small groups. In foundation subjects, mixed-attainment grouping is used to promote collaboration, citizenship, kindness and shared enquiry, supporting pupils to learn with and from one another through structured discovery and discussion. In core subjects, pupils are grouped by current attainment and learning need to ensure that teaching provides the appropriate balance of support, challenge and fluency development. Targeted groupings are also used to deliver interventions, consolidate prior learning, or provide stretch for More-Able learners, informed by ongoing assessment for learning. All group work is carefully structured to maintain individual accountability alongside collaborative learning, ensuring high participation, meaningful dialogue and sustained progress for all pupils.

Practice and Feedback

Deliberate, scaffolded practice is fundamental at PACE Modern British School, reflecting our commitment to embrace, empower and evolve confident, capable learners. Teachers use high-quality instructional strategies, including modelling through WAGOLLs, structured guided practice and sequenced learning; approaches identified in research as having one of the strongest links to improved pupil attainment and progress when pupils are given sufficient opportunity to practise, think deeply and apply new learning incrementally. To maximise clarity and accessibility, teaching is delivered in

small, explicit and clearly sequenced steps, ensuring that instructions, explanations and learning routines are easy for pupils to follow and apply successfully, supporting understanding without cognitive overload. Quality instruction is further strengthened when teachers continually check understanding and respond through targeted feedback, which evidence confirms is most effective when it actively supports learning rather than simply measures it. At PACE, feedback is delivered live, verbally and in written form, enabling misconceptions to be addressed rapidly and learning to be embedded accurately. Crucially, teachers provide pupils with explicit next steps that clarify how to improve, deepen thinking, or refine application, ensuring feedback drives forward progress. These next steps are specific, actionable and confidence-building, supporting pupils to apply learning more successfully in future tasks and transfer knowledge flexibly across contexts; a key indicator of great teaching.

Commitment to Lasting Impact

At PACE, teaching is designed to develop capabilities and understanding that endure. Staff are supported through sustained professional learning, collaborative curriculum planning and coaching cycles focused on evidence-informed pedagogy, including retrieval design, spacing, misconception diagnosis and modelling for schema development. Leaders monitor impact through learning walks, assessment data, pupil outcomes and retention measures, ensuring teaching continues to evolve through innovation and collaboration. Through this collective approach, PACE empowers every pupil to become a confident, capable, compassionate and reflective global citizen prepared for future learning and challenge.