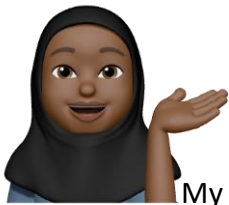


Dear families, welcome to our spring term HPL Hub newsletter. At KEVI HWGA, staff and students have been working hard to continue implementing the HPL philosophy not only in lessons but in our every day life at the academy. We hope you enjoy the series of articles which were mostly written by our HPL Student Drive Team.

New HPL Student Ambassadors

This term, we have welcomed three year 7 students to HPL Student Drive Team. We thought this newsletter would be a great opportunity for them to introduce themselves:



My name is Nimat Sadiq and I am in 7Pendleton. I wanted to be part of the HPL Student Drive Team because I wanted to support the academy in reinforcing the HPL vision even more than it is now. I use HPL competencies in all my lessons. In English, I use Strategy Planning to not only see what's in front of me but to see the meaning behind it. In geography, I use evolutionary and revolutionary thinking to create new ideas from things we can already gather from the environment.



My name is Zainab Chowdhury (7G) and I am a new member of the HPL Drive Team. I joined as a member in order to help every person in our school achieve best they can and excel in all areas of learning. I would love to be able to hear everyone's opinion and I am always open to adapt to new changes as long as I feel they will lead to a better outcome.



There are many times in our lives that we use the ACPs, especially in school. For example, seeing alternative perspective is very useful when working in a group as it allows you to be able to understand someone else's point of view and change yours accordingly. This also helps us collaborate as a team and by collaborating as a team we can improve the school environment as well as our own education.



Hello, my name is Salgai Ahmad Zai and I am in 7 MacArthur. I decided to be a part of the HPL drive team because I would love to help students' education and improve the way they learn. I also love taking part in a range of activities and working with different members of staff and students from other year groups. I use Intellectual Confidence when I offer answers in class and when I adapt something learnt into my own work. I use Critical or Logical Thinking in science and English where I am making a point based on evidence I have found.



HPL in Languages:

The languages department has fully embraced HPL into their curriculum, giving as many opportunities as possible for students to use characteristics from the HPL framework and become high performance linguists. ACPs that will be utilised during a lesson are always introduced and linked to the sequence of learning.

Sequence of learning:

- ✓ Understand key vocabulary related to carnivals (**strategy planning, connection finding**)
- ✓ Pick out information from longer written and spoken passages (**connection finding, metacognition**)
- ✓ Use the near future tense to describe future plans (**originality**)



In languages, there are ACPs which we are using often, nearly every lesson. For example, students use connection finding not only to make links between prior learning and new content but also to make links between the language they might speak at home and French or Spanish. We encourage our students to be precise in their work by double-checking spelling, focus on word order and sentence structures and applying grammar rules successfully.

We encourage our students to use self-regulation when reflecting, correcting and improving a piece of work. We also look at misconceptions and common mistakes with our students explaining how they can rectify these.

Here is an example of Heaven Sanotra (7G) using precision, metacognition, and generalisation in her latest written assessment.

Salut Je m'appelle Heaven et je suis en sixieme. Ma matiere preferee, c'est l'anglais parce que c'est interessant et la prof est sympa. J'aime aussi le francais parce que c'est facile. Par contre je deteste le sport parce que c'est difficile et je ne pas sportive. *Accablant!*

Dans mon college on a quatre cours le matin et deux l'apres-midi. Le Lundi, a neuf heures et demie, j'ai anglais. Ensuite a neuf heures moins dix j'ai maths. A onze heures c'est la recreation. Apres, j'ai dejeuner. J'ai de sciences et finalement a deux heures moins et quart j'ai EPS. Je n'ai pas histoire le Lundi.

pendant la recreation on bavarde et on rigole. Ma copine, on mange a la cantine.

How has HPL helped Y11s achieve exam success?

High Performance Learning has helped us in a myriad of ways as it helps reinforce the skills needed to succeed in all subjects. HPL actively encourages students to think how we can increase the level and quality of our learning, by placing ACPs and VAAs on our PowerPoints, worksheets, and even around the classroom on tables and walls - we are constantly encouraged to do our best through HPL. Although there are some universal ACPs and VAAs such as speed and accuracy and self-regulation, some ACPs and VAAs (such as complex and multi-step problem solving) are specific to certain subjects. We see these VAAs constantly reoccurring on our PowerPoints and worksheets subconsciously enhancing our learning. From a personal perspective, I have seen a change in the way I approach exam questions and certain topics I struggle on; ACPs such as self-regulation encourage me and many of my peers to go home and revisit certain topics that I struggle on regularly, this has helped during my mocks as I see myself confident in approaching questions I would not have before. Overall, I see myself taking a pragmatic approach to learning and exam revision which ACPs and VAAs have elevated creating a profound impact on my and many others' learning.

Bisma Rafaqat (11H), Aleena Zaheer (11P)



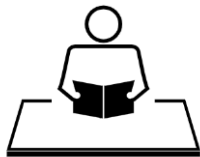
HPL Conference

On Thursday 24th March, members of the HPL Student Drive Team attended a conference at the University of Warwick. We were kindly invited by the creators of High Performance Learning to speak at their conference and explain what HPL meant to us as a school. Leading up to the conference, we created our speech and worked together to practice and perform it many times before the day. We even delivered the speech to Mr Riaz and Ms Yates to get their feedback and support on how to improve it before we delivered the speech to the conference attendees.

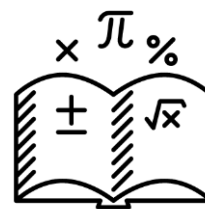
On the day, we arrived to the beautiful Slate building on campus which was surrounded by a lovely little lake and deck for us to enjoy some refreshments on as we calmed our nerves and rehearsed a couple of times before getting up on stage in front of senior school leaders from around the world! We were then invited to take the stage and the students did an exceptional job representing the school through their confidence and eloquence in delivering their assigned parts of the speech. After the speech was over, the students were met with a roaring wave of applause from the senior leaders who were incredibly impressed by the students! After the applause died down, the delegates were allowed to ask questions for the students to answer. We were asked several questions, ranging from 'How and why did you apply to join the HPL Student Drive Team?' and 'Could any world leaders use HPL skills to help better their abilities as a leader?' The students were excellent and detailed in their answers and did the school very proud being up there on stage! Ms Yates and I could not be more pleased with their work on the conference. Well done, HPL Student Drive Team!



A Wednesday in the life of a HPL student



Abida Miah (10P):



Period 1: To begin the day, I would usually start with maths where HPL is used from the very beginning of the lesson when we do our 'do now'. For example, we used the advanced performance characteristic connection finding by using our knowledge from previous lessons to solve the question. Further into the lesson we use the VAA collaborative when we 'turn and talk' about different areas of our topic to our peers. These ACPs and VAAs help us to make connections in our learning and improve our communication skills.

Period 2: Next, I had an English literature lesson where we completed a worksheet about a well-made play, to do this we used the ACP precision to effectively complete the task and also speed and accuracy to work accurately within the time we were given. These ACPs helped us in the lesson but will also help us in the long term with our practice skills.

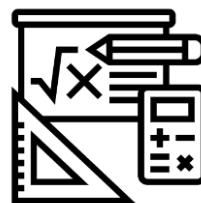
Period 3: Then I had engineering where we were making cardboard models for our product. Creative and enterprising was one of the ACPs which we used a lot to do this because we had to be open minded and think of multiple solutions for the problems we faced. For example, using a hot glue gun rather than regular P.V.A was more effective for us because it allowed us to adapt to what was needed. Creative and enterprising also allowed us to show originality within our designs and is an ACP that is used quite regularly in this subject.



Tayabah Shafique (10G)

In period 4, I had a Maths lesson. In that Maths lesson, we learned about rearranging equations. We used speed and accuracy. We used this ACP by looking and learning how to rearrange equations. My maths teacher (Mr Ahmed) would show an example for every question because the questions got harder and harder. This ACP helped me because I understood how to answer the questions accurately and quickly in preparation for my exams.

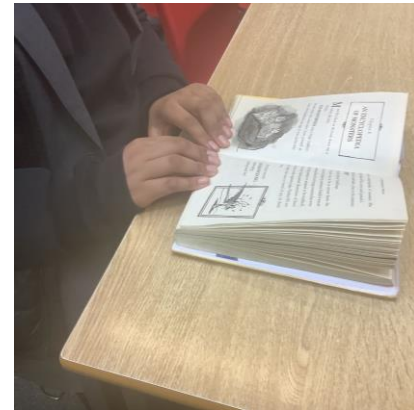
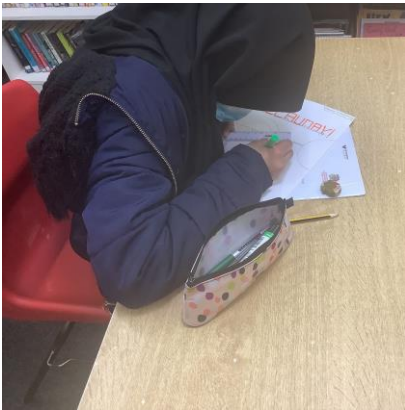
In period 5, I had business studies lesson. In this lesson, we debated about which long term finance model to use in a business. The VAA that was used in the lesson was confidence as we argued, or counterargued in the debate. This helped my peers because other students in the team were trying to debate and therefore showed confidence in front of the class. During the lesson I also had to improve on the test I completed so another ACP that I used in the lesson is self-regulation by improving the question that I got wrong on the test. This helped me in the lesson because if I get stuck on a question I could look back at the improved answer.



HPL in Enrichment Clubs and Societies

Enrichment activities in our school play a vital role in developing key and important skills for our everyday lives. Making sure we experience numerous varied activities will help us reach our full potential as a growing person. Our school puts on different enrichment clubs before and after school to grow individuals' confidence with socialising with different people that we may not talk to very often. Every activity represents diverse VAAs and ACPs depending on the activity. For example, at lunch some of the students will use ACP's such as speed and accuracy to be able to quickly improvise and perform actions on the spot during a chess game.

Layla Bunting, 9H



VAA Wordsearch

D I T F M Y S L R T Y J H C I F C M
H M K A Y U S W L E M J J N J A O E
H E N Q U I R I N G O X O Q O Q N Q
J V Z W P E R S E V E R A N C E F Z
M J J Q D F D S N M O D O B G Q I B
V G P R A C T I C E K D M V Q D D S
C J X Z H R E S I L I E N C E E E S
D W Y C O L L A B O R A T I V E N L
N X Y T K E N Z T B V B I F G E C O
A P J K R I S K T A K I N G E S E V
M Z A A Y S H V W D T B Y U U I A U
Z J L R D A B W M N K M D N U A T M

Find the VAAs in the wordsearch:

RESILIENCE
CONFIDENCE
RISK TAKING
PERSEVERANCE
PRACTICE
COLLABORATIVE
ENQUIRING