

Dear families, welcome to our summer 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.

HPL and the Prince's Trust:

I have been part of the Prince's Trust project for a few months now. Every Wednesday, we have meetings with my Head of Year (Ms Newman) and we discuss new ideas for our enterprise project and what we are planning to do to raise money. It also allows me to use some of the VAAs such as "practice" and "concerned for society" as we are planning how to be enterprising and help people get into the world of work. I love this project because it allows me to be confident with my ideas and allows me to demonstrate some of our ACPs. I particularly love using big picture thinking and meta-cognition when I work with my team on our project to sell milkshakes!

Mariam Rehman – 8S



Prince's Trust

Trip to London:

The MFL department organised a co-curricular trip to London for 40 students. We had the chance to complete a range of activities:

- A boat ride on The Thames
- A visit to the "Institut Français"
- A live performance of "Wicked" at a West End Theatre



Students had the opportunity to use many characteristics from the HPL philosophy. For example, they used "strategy planning" and "connection finding" when taking part in a session delivered fully in French. They also used "open-minded" when faced with different experiences and different cultures.



How has HPL helped Y10 prepare for their finals?

In some of my core subjects like Maths and Science ACPs like connection finding have been very useful when preparing for finals. This is because it allows you to see the similarities between different topics and use your prior knowledge from other subjects to help you answer different questions.

A VAA that has also been very helpful when preparing for finals is practice because repeating the style of question that you are going to be asked helps you to have a better understanding of it as well as becoming faster at answering them which involves speed and accuracy too.

Abida Miah-10P



HPL has helped me prepare for finals as I could use the ACPs and VAAs to help me revise in the method that is most suitable for me.

One method I use to revise is to do past papers. This is because I want to feel comfortable when doing my finals and I would have an idea of what questions are in the exam. The ACP I use in this method would be self-regulation as I would not only be doing the past papers but also marking them and making sure I get most of the answers correct.

To succeed in English, I have been developing my evolutionary and revolutionary thinking. This helps me because I would make a point and elaborate in more detail, explaining alternative ideas on my English Literature paper.

In Religious Studies, I use the VAA open-minded. This helps me in taking my religious view and comparing it to other religious views. Through this, we also use seeing alternate perspectives which helps me in looking at other religious views such as Christianity.

Tayabah Shafique-10M



Year 7 Personal Development Day Character Education and Well-Being

On 28th June, year 7 focused on character education and well-being for their personal development day. An array of activities was organised for them around these two topics:

- Session on awareness about sugar intake
- Session on drug prevention and awareness
- Geocaching and problem solving
- Smoothie Bike
- Team building activities.

Students obviously had the chance to develop their use of ACPs and VAAs on the day.

Year 7 had to be open-minded when listening to accounts of drug misuse and abuse. They also had to work collaboratively with peers, members of staff and visitors to complete tasks planned for them. Students also needed to show perseverance and resilience when completing some of the challenges and think about how, as a team, they could approach each problem.

Year 7 really enjoyed the day and most described it as the “best personal development day ever”!



How has HPL helped us get through year 7?

HPL stands for High Performance Learning. Our school believes that every student can be a high-performance learner and this mindset is what motivates many students to be more open-minded and hardworking.

When I first came to KEVI HWGA, we started our lessons and I noticed that, in every subject, there was a logo at the top or bottom of the first slide. I used to wonder what they were and what the different logos were for until the teachers told us. They said each logo was a part of HPL, standing for High Performance Learning, which was a set of skill such as meta-thinking, creating, open-mindedness, linking, analysing and realising; these made up one of our core values, SCHOLAR.

HPL helped me by guiding me towards what I needed to think or do in specific lessons or tasks, for example, linking teaches us to use information from another lesson to help solve a current task.

Sarah Dilshan 7G

What does HPL mean to you?

HPL has really impacted me since I first joined the academy. I see it everywhere including all my classrooms and the corridor walls. We are constantly encouraged by our teachers to be high performance learners; they do this by implementing the VAAs and ACPs we will be using into the slides and explaining them as to ensure that we completely understand what we are doing.

To me, HPL means being a better student and learner both inside of school and out. I believe it is going to help me in the future as I move into the world of work and that it is important for our future.

Malka Mahadi 7E

The jump from primary school to secondary school was hard but many of the ACPs and VAAs are based on having confidence, thinking positively and having an open mindset. I quite like seeing alternative perspectives as it has helped me a lot because it has made me see things from not just my perspective but other people's perspective and how they might think of it. I think that evolutionary and revolutionary thinking has also helped me because it is the ability to create new ideas from ideas that have already been made and then create something new and that has really helped me to adapt to this new school life over time.

Nimat Sadiq 7P and Zainab Chowdhury 7G

Advanced Cognitive Performance Characteristics			
META-COGNITION The ability to recognise one's own cognitive processes and to regulate them.	CONNECTION FINDING The ability to identify links between concepts and to use these links to solve problems.	CRITICAL OR LOGICAL THINKING The ability to analyse information and to draw logical conclusions.	FLUENT THINKING The ability to generate ideas.
SELF REGULATION The ability to manage one's own learning and to set goals.	BIG PICTURE The ability to see the overall context of a task and to identify the key elements.	PRECISION The ability to focus on the details of a task and to produce accurate work.	ORIGINALITY The ability to generate new and original ideas.
STRATEGY PLANNING The ability to plan and to use strategies to solve problems.	ABSTRACTION The ability to identify the underlying structure of a problem and to solve it.	COMPLEX AND MULTI-STEP PROBLEM SOLVING The ability to solve complex and multi-step problems.	EVOLUTIONARY AND REVOLUTIONARY THINKING The ability to think about ideas in terms of evolution and revolution.
INTELLECTUAL CONFIDENCE The ability to have confidence in one's own intellectual abilities.	IMAGINATION The ability to use imagination to solve problems and to generate ideas.	INTELLECTUAL FLEXIBILITY The ability to use different intellectual skills to solve problems.	AUTOMATICITY The ability to perform tasks automatically and to free up cognitive resources for other tasks.
GENERALISATION The ability to apply knowledge and skills to new situations.	SEEING ALTERNATIVE PERSPECTIVES The ability to see a problem from different perspectives and to solve it.	FLEXIBLE THINKING The ability to use different thinking strategies to solve problems.	SPEED AND ACCURACY The ability to solve problems quickly and accurately.

Values, Attitudes and Attributes			
COLLABORATIVE The ability to work with others to achieve a common goal.	ENQUIRING The ability to ask questions and to seek out new information.	OPEN MINDED The ability to be open to new ideas and to listen to others.	PRACTICE The ability to practice skills and to improve oneself.
CONCERNED FOR SOCIETY The ability to be concerned for the welfare of others and for society.	CREATIVE AND ENTERPRETING The ability to use creativity and to interpret information.	PERSEVERANCE The ability to persevere in the face of difficulties and to achieve one's goals.	RISK-TAKING The ability to take risks and to learn from failure.
CONFIDENT The ability to have confidence in one's own abilities and to take on challenges.	RESILIENCE The ability to bounce back from setbacks and to learn from failure.		

A Day in the Life of a Year 9 Student

HISTORY

To start the day, we were given a turn-and-talk exercise to complete as soon as we arrived in class, which we used to expand upon and improve our prior knowledge. Then we elaborated on our concepts regarding various medical stations in World War 1. In place of written autobiographies and journal entries, we are now learning how to find knowledge from pictorial sources.

GEOGRAPHY

As soon as we entered our period 2 lesson, we were met with a do-now activity that required us to match up various meteorological conditions quickly and accurately to their definitions—a fantastic method to reinforce our prior knowledge.



Our teacher then displayed two distinct ACPs that we would be using in this session and how we would be using them, which was concerned with society and connection finding.

Then it was time for you to do, and we learned new geographical terms that let us broaden our thoughts to see a bigger picture. We viewed a film about the Earth's climate to wrap up the lesson and further our understanding. We then correctly answered questions about the video.

By Aaliyah Tasnim 9H

MATHS

After break, we had Maths where we used strategy planning to plan how we were going to solve equations like find x . If we plan the strategy to find x then the equation will be easier to answer.

ENGLISH

We then moved to English where we used intellectual confidence to show understanding in the lesson as we expressed our views on Macbeth's character and debated on other people's perspectives to see which one was the most convincing perception of his character.

By Yan Yi Wang 9G

In Music, we used precision to make sure we hit the right strings of the ukulele whilst we all played 'the lazy song' together as a class.

Our final lesson of the day was Science. I was amazed to see that the teachers (credits to Miss Kadir) had printed and laminated the ACPs and VAAs and asks the class which HPL skill we will use today after explaining what we are planning on doing that day. This really helped students get familiar with the HPL vocabulary and has really helped the school get closer to being a High Performance Learning school. On that specific day we had been learning about covalent bonding and the whole class had to vote which HPL we would use today and why. We chose precision since we were answering exam questions and using intellectual confidence to support us and resilience to get us through the extremely warm weather.

By Layla Bunting 9H



The HPL Accreditation Day:

Our school recently was awarded HPL World Class School status. Our successful accreditation was the direct result of the excellence all our students demonstrated throughout the day; our assessor commented on how wonderful and articulate our students were and how passionate they were about the school and everything it offers to them.

During the day, various members of the HPL Student Drive Team took the assessor on a tour around the Academy – showing off all that was going on during lessons and character-building sessions for our Y12s. After our assessor witnessed everything going on in the Academy, they spoke to some staff and key people involved in promoting HPL within the school. Once they had finished these productive conversations, our assessor was joined by the Student Drive Team and asked them many questions about the learning process, HPL and everything we do here at KEVI HWGA. The students were brilliant as they answered all the questions candidly, with ease and eloquence.

Overall, it was a great day where we showcased the whole school's brilliance and commitment to producing High Performing Learners!

Congratulations to HPL World Class School – King Edward VI Handsworth Wood Girls' Academy, UK

"[It was impressive to see] the
ambition and confidence of the
students in the school and by the
complete faith from all staff that
the girls will achieve."

#HPLWorldClassSchool
#HPLedu



Learn more about High Performance Learning at
highperformancelearning.co.uk

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**Decode to
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