

## High Performance Learning at GFS

Dear Parents,

A big, warm GFS welcome to the April 2020 edition of the High Performance Learning newsletter; a place where you can find out more about HPL, what we are doing in school to engage the children with HPL and how you can go about engaging with the school, HPL and the projects that we have running at the present time.

On behalf of everyone at Founders, I would like to wish everyone Eid Mubarak and hope that all of our families are well and safe during these difficult and challenging times. In this edition of the GFS HPL newsletter we open the doors to our virtual classrooms and let you see how teachers are using the language of the Values, Attitudes and Attributes (how we behave) and the Advanced Cognitive performance characteristics (how we think) to develop learning. Remember, the ACP's and VAA's are the engines behind High Performance



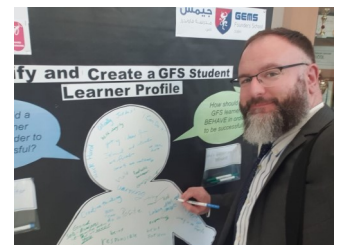
Learn more about High Performance Learning, the VAA's and ACP's by visiting this link:

<https://www.highperformancelearning.co.uk/about-us/information-for-parents>



**Founders Families, have your say!**

Last month we wrote to you to tell you about a project that was taking place to collaboratively design the GFS Learner Profile. This was all about deciding what behaviours and thinking skills that we believe our learners should possess in order to help them become confident, independent and successful individuals. This project remains open for a few more weeks and we would like to invite you to get involved, one later time! Our Parents Association, the GFPA, have been sharing the link below across our community through a variety of different channels so you may already have 'had your say'! If you have not, please take a couple of minutes to click the link below and be a part of this important project



<https://bit.ly/GFSLearnerProfile>

The outcome of this project will be an agreed set of behaviours and learning habits that will drive everything that we do in school to improve student outcomes and in creating bright, successful futures.

## Open the doors and look around. Let us begin in Early Years...

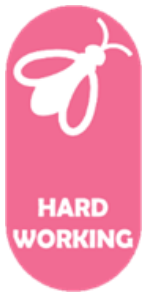
### Empathetic and Hardworking in action in the Foundation Stage!



Our learners in the Foundation Stage have been showing their concern for society and others in a range of ways. These are both key Values, Attitudes and Attributes (VAA's) in High Performance Learning. Learners have been exploring the Ramadan calendar, by practising the days of the week and using time language to discuss what



the day is today and counting how many days are left until Eid.



Not only have the children been practising their amazing numeracy skills but they have been discussing the different ways that they can be kind during Ramadan. The children have been discussing the meaning of charity and the different ways that they can show empathy to others in their community. All of this has been taking place in our distance learning live lessons but, no doubt, talked about at home during this important religious month.



### Are you working hard? Year 1, 2, 3 and 4 have been exploring the VAA 'Hardworking'...

Parents of learners in years 1 to 4 may have noticed some new buzz words on our distance learning platforms and some new celebrations stickers appearing on the work that children are receiving back from their teachers. This is because the children have been exploring and investigating the **VAA, Hardworking**; breaking it down into its constituent parts of **Perseverance**, **Resilience** and **Practice** and finding out what it means to put them into action!



You were hard working today by challenging yourself in your task.



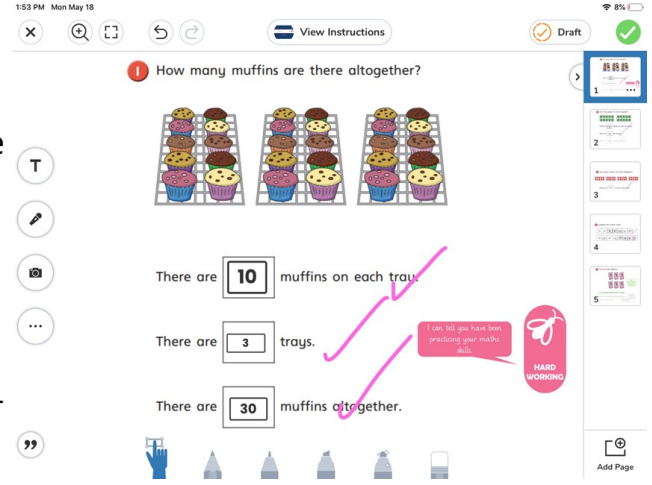
The VAA's and ACP's need to be practiced on a daily basis, used in vocabulary and in everyday life so that they become second nature. It's not about drilling children to remember the word but to understand what it means to **Persevere** with a task, be **Resilient** when it's easy to give up and to Practice with purpose so that it gets the desired results! This is when we start to experience long term success and a positive change in the quality of learner outcomes.

You were hard working today because you did not give up!



So, calling all mums and dads that have children in years 1-4! Keep your eyes peeled for the celebration and reward 'stickers' with our HPL Hardworking logo on it. If you see these on your children's work it is because they are working very hard, but with great purpose. Each sticker will have the reason for its award on it so please be sure to celebrate this with your child at home. This will help us to embed our approach in school even more so.

Virtual assemblies in Years 1-4 will also be recognizing and celebrating this very special VAA across the wider community as we strive to develop these *Hardworking behaviours* in all of our learners. Please do find some time to support your child, and the school, by watching the virtual assemblies each week.



## تعلم الأداء العالي في مدرسة جيمس فاوندرز (ج ف س)

### حضرة الأهالي الكرام

مرحبًا بكم في إصدار شهر ابريل من نشرة HPL الإخبارية. في هذا الإصدار الرابع نلقي نظرة تأملية عن ما حدث خلال شهر ابريل وما حدث في مجتمعنا وحولنا. على الرغم من الإغلاق القسري ، تمكنا من بدء مهمة، مهمة للغاية ؛ وهو ترجمة جميع المتعلقات بهذا المنهاج باللغة العربية من قبل فريق عمل من مدرستنا ، سننتشارك معك بعض الأمثلة عن ذلك، وندعوك لمواصلة المشاركة معنا لكي نحتفل سويًا بتعلم الأداء العالي الذي يحصل الآن و نطبقة حتى وإن كنا خارج أسوار المدرسة. و أخيرًا في هذه المجلة سننتشارك معكم بعض أنشطة الطلبة و أعمالهم لنحتفل معًا بانجازاتهم



## HPL in Arabic and Islamic at GFS

In Arabic and Islamic lessons, teachers have been linking HPL whenever possible. You might have noticed logos appearing on some of the feedback learners receive and also and in the voice annotations in some power-points.

As with some other departments in the school, we are trialing a new reward system; awarding HPL stickers on learner's work on Seesaw or on the chats in Microsoft Teams, with an explanation of why they have gained a particular HPL sticker. House points are linked to this and then rewarded once they receive one of these stickers.

Teachers are also using a wide range of questions that link to the Values Attitudes and Attributes (VAA's) and Advanced Cognitive Performance Characteristics (ACPS) in order to help our learners understand the language of HPL and be more readily able to use it. Here are a couple of examples and encourage you to use questions like these at home with your child;

- |  |   |
|--|---|
| 1-What obstacles have you overcome recently?           | 1 ما العقبات التي تغلبت عليها مؤخرًا؟   |
| 2-What skills have you been practising today, and how? | 2 ما المهارات التي مارستها اليوم؟ وكيف؟ |
| 3-Why is it important not to give up?                  | 3 لماذا من المهم عدم الاستسلام؟         |
| 4-How can you improve your confidence?                 | 4 كيف يمكنك تحسين ثقتك بنفسك؟           |
| 5-What would you like to improve in your learning?     | 5 ما الذي تود تحسينه في تعلمك؟          |

## Islamic Education

نستخدم أيقونات التعلم عالي الأداء لإدراجها في التربية الإسلامية.

على سبيل المثال في هذه الشريحة تم ربط الدرس بالواقع وكذلك تم إثارة سؤال لاستمطار المعلومات من الطلاب ومحاولة تحليل السؤال وإيجاد الإجابة عليه باستخدام مهارات التفكير العليا ومن خلاله سيتم الربط ببعض محاور التربية وكذلك بعض المواد



The Islamic team apply the ACP's and VAA's of HPL in lessons to help develop skills, knowledge and understanding. Teachers can see that this is having a positive effect from the work that learners complete and submit. The example above demonstrates the interaction of our learners during a distance learning lesson, where a learner asked a question about the meaning of a verse and her friend began to debate, support and respond to her. This shows how our learners use their analytical skills to link learning to real life; as well as showing how learners work collaboratively .



Search or type a command


General Posts Files Class Notebook Assignments Grades +

Team 18

**AR** Areej Ahsan Rathore (Guest) Sunday 8:55 AM  
i chose honey and it said it is wrong

**AA** Areesha Adeel (Guest) Sunday 8:56 AM  
No if you did the lesson or did the table yo would know that in jannah you will be given wine to drink off your thirst  
Do the lesson first

**AR** Areej Ahsan Rathore (Guest) Sunday 8:57 AM  
then why is it haram



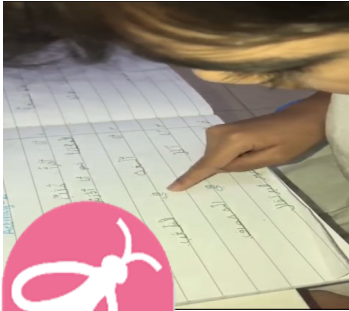
**AA** Areesha Adeel (Guest) Sunday 9:00 AM  
It is haram because it was alcahol in it maybe i dont know but maybe the wine in jannah will be without alcahol

**Awad Abouakl** Sunday 9:03 AM  
Well done ! again Areesha Adeel (Guest) for your answer.

Sunday 9:07 AM  
Wine in life is harmful and cause people get drunk because of alchol. But in Jannah there are rivers of pure water, honey, milk and wine. But the wine in Paradise is tasteful and delicious . It didn't contain alchol to cause get drunk. Only the similarity in the name .

## All students are working Hard

## كل الطلاب يعملون بجهد



في مدرستنا نحن جميعًا نريد أن يكون أطفالنا "يعملون بجد" ، أليس كذلك؟ ولكن كيف يحققون ذلك ذلك. دعونا نفصل كيف نقوم بذلك في غرف الصف لدينا. ينقسم السلوك إلى ثلاثة مكونات أساسية: وكل عنصر مهم للغاية لفهمه في سياق تطبيقه لإكمال المهمة ؛ كتمارين القدرة على التدريب والإعداد من خلال تكرار نفس العمليات من أجل أن تصبح أكثر احترافية ولكن يجب التأكد من أن الممارسة تبني الكفاءة من خلال أن تصبح أكثر تحديًا. بالإضافة للقدرة على الاستمرار وعدم الاستسلام ؛ مواجه العقبات والصعوبات ؛ المثابرة في الجهد ؛ العمل بجد وبشكل منهجي ؛ عدم الرضا حتى تتحقق الجودة العالية والدقة المناسبة والنتيجة المرجوة. أما المرونة: فهي القدرة على التغلب على النكسات ؛ الحفاظ على الثقة والتركيز والمرونة والتفاؤل ؛ مساعدة الآخرين على التحرك للأمام في مواجهة الشدائد. عدم الاستسلام هو مفتاح أن تصبح متعلمًا عالي الأداء، يجب تشجيع طفلك على ممارسة المهارة في المنزل وتطوير نظام مكافأة لإثبات أنك تقدّر عملهم الشاق وجهودهم.

## HPL in Lesson resources

- HPL icons are placed in different relative lesson steps according to the VAAs and ACPs students need to be using while doing their work.
- In the voice overs, teachers referring to the VAAs and ACPs to encourage students to use them and to get them familiar with the language.

new vocab practice القدر على المفردات الجديدة  
<https://quizlet.com/506642342/match>

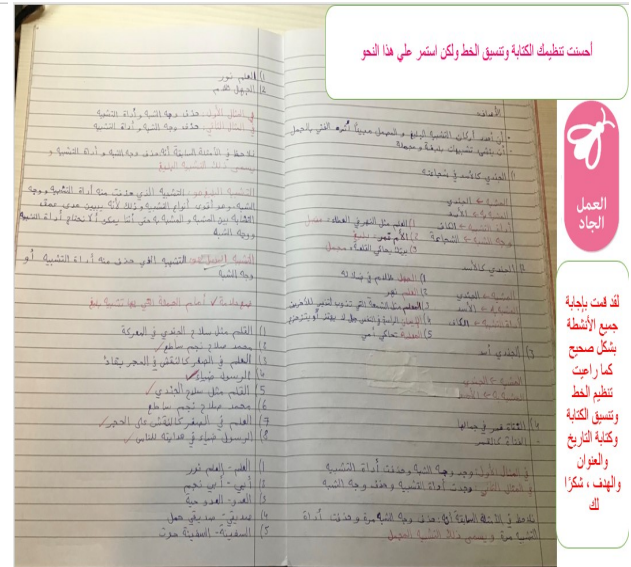
Practice the structure yourself! **هيا تترك بنفسك على التركيب الجديدة**

**قدم اقتراحاً لأحد أفراد أسرتك للتغلب على عادة غير صحية.**  
Make a suggestion to a family member to break an unhealthy habit.

Record your answer (or write it down) and send it a reply to the lesson message on Arabic team

In any assessment point during the lesson, students are encouraged to be hard working and keep practicing till they become more proficient. In the voice over, the teacher has advised the students to go back to the new vocabulary and structure slides to practice as much as they need.

This is a new structure practice so students are asked to use what they already know, in different ways, to help them learn new things and to be creative and think of new ideas.



As you can see from the 'Hardwork' that is taking place, the Arabic and Islamic team is developing their practices around HPL, adopting the VAA's and ACP's, bringing them alive in their lessons and making explicit reference to them in the learning of all children. It is this consistent approach to using this positive language and believing that all children can attain the highest outcomes with the right mindset that will take the learning of Arabic and Islamic to exciting new levels. Mum's and dad's, join us on this journey by learning more about HPL:

<https://www.highperformancelearning.co.uk/about-us/information-for-parents>

## An insight into HPL in the History department

Like other areas of the school, the Humanities department are sewing HPL into their lessons. They are taking a project based learning approach, presenting learners with a range of options to choose from in order to complete their project. In each option learners are able to develop their ACPs, in this case

**Creating** and **Meta-Thinking** through the work that they produced. Copy the link below into your browser and access to the full presentation where you can experience how the HPL is explored in the learning. The audio narration explains in detail how the work links to HPL and what learners need to do in order to reach an A\* grade. Learners were also provided with a planning resource and were tasked with the challenge of explaining how they would develop their VAAs and ACPs throughout the project work. Our vision is for learners to know the language so well that they become autonomous in these higher level skills. This will, no doubt, improve their outcomes in the longer term.

Learning Objective: To explain the significance of an event or figure in 20<sup>th</sup> Century History

**Option A - Presentation**

Create a presentation (PowerPoint, video or audio file) explaining the most significant event we have studied in IGCSE History. The video/presentation must be between 5-10 minutes long.

In order to achieve an A\* you must:

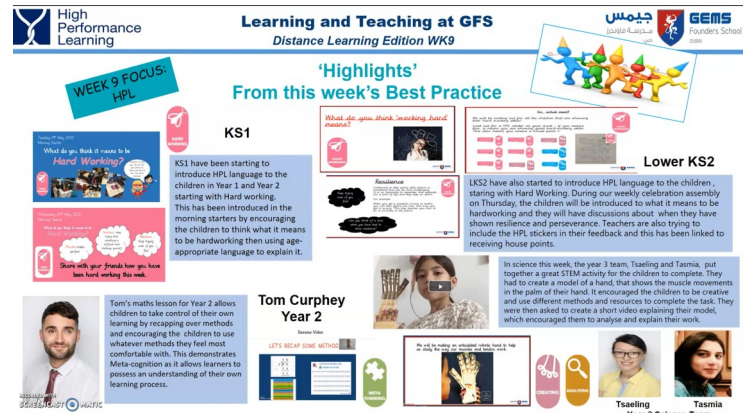
- Select and effectively use relevant and accurate contextual knowledge about the event you have chosen.
- Select a wide range of relevant information which is well-organised and used effectively to support your argument about the most significant event.
- Produce relevant, effective, convincing and well-supported argument and overall judgement to conclude your video or presentation.

[https://bit.ly/HPL\\_GFS\\_HistoryProject](https://bit.ly/HPL_GFS_HistoryProject)

## At GFS, we are **GROWing** HPL for the longer term...

In this issue we have provided an insight into how we are using HPL to engage, challenge and develop our learning practices. It is important to recognise the amount of professional development, meetings, discussions and training sessions that go into making something as wonderful as HPL a reality.

On a weekly basis all staff get together to share the best HPL practice across the school so we can share our successes and ensure that we follow the GFS vision and continue to Grow, Flourish and Succeed.



## Word travels fast about GFS in the region...

Before we leave you for another month, we would like to share some good news with our community. Last year the school successfully underwent a 'British Schools Overseas' inspection that granted us membership to the British Schools of the Middle East (BSME). Our membership to this prestigious body opens doors to many benefits such as being able to connect with a large number of BASME schools.

BSME, as an organisation, got wind of our work with High Performance Learning and wanted to know more about our journey, what we are doing and how we are doing it! After some communication back and forth and sharing our March HPL parent newsletter with them, they wanted to know even more and share it with all other schools that are affiliated to the BSME. Founders was asked to contribute to the BSME magazine, a publication that reaches out to all member schools in the Middle East,! We are proud to announce that our great school will be featured in the next edition of the BSME magazine and we cannot wait to share this with you in our next GFS HPL newsletter. Until then, stay well and stay safe.