



January Twilight

HPL: N + 1



Pathway School

Many Minds, One Mission



January Twilight

- A) HPL displays in classrooms – icons and stages are clear in all rooms
- B) Exploring the stages for chosen ACP/VAA, linking activities to them and weaving them into success criteria
- C) Scripting/deliberate practice to increase the use of HPL language throughout tasks

High Performance Learning

ACPs and VAAs in today's lesson:



**ALTERNATIVE
PERSPECTIVES**



RESILIENCE

Active Listening

- We are **not** writing.
- We are **not** talking.
- We are **listening** to the speaker.



T Track the teacher

L Listen to the speaker

S Sit up straight

Maximum Learning

The Colton Hills
Way of Teaching

We will read through page 28 of your KAO as an introduction to today's lesson on the Middle Passage. You need to be **actively listening**.



What was the Middle Passage like?



Task – Read through the memoir of Olaudah Equiano on page 29 of the KAO, recalling his own experience of the Middle Passage. Using a key highlight or underline what he could **see**, **hear**, **smell** and **how he felt**.



Olaudah Equiano

(1745 – 31st March 1797)

Enslaved as a child in Africa, he was taken to the Caribbean and sold as a slave to a Royal Navy officer. He was sold twice more but purchased his freedom in 1766.

As a freedman in London, Equiano supported the British abolitionist movement. He published his autobiography, *The Interesting Narrative of the Life of Olaudah Equiano* (1789), which depicted the horrors of slavery. He died in 1797, 10 years before the abolition of the Slave Trade in Britain in 1807.

Plenary – Alternative Perspectives

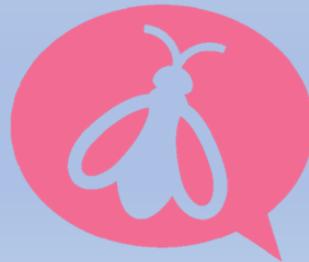
Complete these sentences:

*It's important to understand **alternative perspectives** like Olaudah Equiano's because...*

*He and others showed true **resilience** on the Middle Passage by...*



ALTERNATIVE
PERSPECTIVES



RESILIENCE



Olaudah Equiano
(1745 – 31st March
1797)

High Performance Learning – Y8 Topic 2



CONNECTION FINDING

*In this unit I used **connection finding** when...*



ALTERNATIVE
PERSPECTIVES

*In this unit we discussed **alternative perspectives** such as...*



RESILIENCE

*In this unit we learnt about **resilience** when...*



CONCERNED FOR
SOCIETY

*In this unit we demonstrated **concern for society** by...*

The National Grid Wednesday 09th November 2022

Keywords: ACP: Produce
Notes: VAA: Enquire

- 50% fossil fuels
- 20% renewable energy
- 20%

• The national grids consist of transformers and high voltage
 • Energy is lost in the power cables due to the resistance

Wednesday 7th December

Photosynthesis

ACP: connection Andia
 VAA: enquire

Check out our free videos on YouTube by searching

 **Plant Organisation**

Self-regulation:

Today I learnt why photosynthesis is an endothermic reaction and the steps for testing for starch. I can improve in explaining the result of the leaves after they were tested.

How can I self-regulate?

<p>1. Read carefully</p> <p>What do you need to do?</p>	<p>2. Think</p> <p>How am I going to tackle this?</p>	<p>3. HPL</p> <p>Which ACPs and VAAS might I use to help me?</p>
<p>4. Reflect</p> <p>Is there anything I don't quite understand?</p>	<p>5. Think back</p> <p>What do I often get wrong? How can I avoid this?</p>	<p>6. Plan</p> <p>Make a plan</p>
<p>7. Get started</p> <p>Do the task</p>	<p>8. Persist</p> <p>If you get stuck don't panic. Think hard and try to crack it before seeking help.</p>	<p>9. Check</p> <p>When finished check it for mistakes.</p>
<p>10. Reflect</p> <p>What did I do well. What might I do better next time?</p>		

Stages of introduction of HPL in class

1-The teacher chooses the ACP/VAA/The students self regulate

2-stage the students choose the ACP/VAA and self regulate and plan for next steps

Our selected 7



STRATEGY PLANNING



COMPLEX & MULTI-STEP
PROBLEM SOLVING



META-COGNITION



AUTOMATICITY



SELF-REGULATION



PRACTICE



PERSEVERANCE

	Level 1	Level 2	Level 3	Level 4	Level 5
 SELF-REGULATION	I know that making mistakes is part of learning. My mistakes were ____	Something I have done well today is ____ I could have improved ____	My areas of strength are ____ My areas to improve are ____ My next goal is to ____	I improved my work by ____ because ____	I refined my practice by ____ (You must use tier 3 vocabulary)
 COMPLEX & MULTI-STEP PROBLEM SOLVING	I have applied my new learning by ____	I can take the first steps to solve a problem about ____	I know when to <u>apply</u> ____ because ____ (How do you choose the strategy?)	I realised that my approach was/was not suitable because ____	I can justify my choice of method because ____
 AUTOMATICITY	The simple key facts I can recall (with help) are ____	The simple key facts I can recall (independently) are ____	I can recall key facts and apply them fluently including ____	I can quickly recall key facts and apply them fluently including ____	I can recall key facts from other subjects that link to maths such as ____
 STRATEGY PLANNING	I can highlight key words in a problem. For <u>example</u> ____	I can start the process of problem solving by using key words to identify topics. For <u>example</u> ____	I can choose a strategy independently. For <u>example</u> ____	I can justify my chosen strategy. For <u>example</u> ____	I can use strategy planning independently <u>in order to</u> solve problems. For <u>example</u> ____
 META-COGNITION	I recognise some ways in which I have learned today. They are ____	Here is a description of some of the ways I have learned today. They are ____	I can plan ways of learning to help me. These were ____	I can reflect on my learning today. The most effective learning skills I used were ____	I can self-reflect about my learning and make changes to how I <u>learn in</u> order to be more efficient. For examples ____
 PERSEVERANCE	Today I have worked on ____ task. My obstacle was ____	Today my possible distractions/obstacles were ____	I showed <u>self motivation</u> today by ____	I can increase my personal motivation by ____	I can explain mistakes to others and accept constructive feedback. For <u>example</u> ____
	Today I have repeated work on ____ to improve	The regular practice I have completed is ____	I have completed <u>homework</u> to improve. For <u>example</u> ____	I have followed a practice schedule. For <u>example</u> ____	My personal goal is ____ To achieve this I have ____



STRATEGY PLANNING



COMPLEX & MULTI-STEP
PROBLEM SOLVING



META-COGNITION



AUTOMATICITY



PRACTICE



PERSEVERANCE

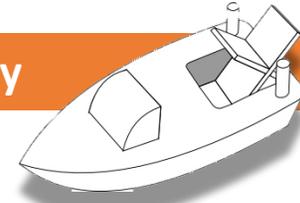


SELF-REGULATION

Level 1	Level 2	Level 3
<p>I know that making mistakes is part of learning. My mistakes were</p>	<p>The thing I did well today was ...</p> <p>I could have improved</p>	<p>My areas of strength are</p> <p>My areas to improve are</p> <p>My next goal is to ...</p>

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Curriculum Map ... Product Design ... Your Learning Journey



What will HPL look like in this project

HPL in the workshop (practical lessons)

HARD WORKING	 AUTOMATICITY	Blazers off and aprons on! Always wear eye protection when using machinery. Follow Health and Safety guidelines when in the workshop.
	 RESILIENCE	You will find some tasks difficult when working in the workshop. You need to show resilience by not getting frustrated. You need to be able to manage your own time in order to complete your product. You need to develop the ability to work independently when in practical lessons.
	 PRACTICE	The more you practise using tools and machinery the better you will get when working with them.
	 PERSEVERANCE	You develop the ability to work for extended periods of time . You will get some things wrong – this will improve if you persevere .

What will HPL look like in this project

Understanding a design brief.

 <p>ANALYSING</p>	<p>You will be analysing information given to you regarding your design brief. You will be not only analysing the design brief but also responding to questions using the analysis you have undertaken.</p>
 <p>ENQUIRING</p>	<p>You will be asked research existing products which will enhance your subject knowledge. You will be asked to look for the positives and negatives in existing products. You will be able to explain your research to others.</p>
 <p>CREATIVE & ENTERPRISING</p>	<p>You will be writing a design brief that is original in form and content. You will be exploring different solutions to problems.</p>
 <p>STRATEGY PLANNING</p>	<p>You will be choosing an appropriate strategy to solve your design context/brief.</p>

Progression Levels for the Values Attitudes and Attributes (VAAs)

	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
EMPATHETIC	Collaborative <ul style="list-style-type: none"> • listen to others in pairs and small groups and present and share their ideas • communicate their thinking skills by asking the starter questions 	<ul style="list-style-type: none"> • clearly articulate their own ideas to the group • listen to the ideas of others and reinterpet these ideas in their own words using positive language • begin to take on board suggestions from others in the group 	<ul style="list-style-type: none"> • present confidently to other groups in the class and classes • explain their ideas to the school about their work • recognise the role of others in development of ideas and start modelling the skills of collaboration to younger students • see and explain the advantages of collaborating 	<ul style="list-style-type: none"> • tailor their presentation to meet the needs of their audience • see the value of adapting their views and ideas to resolve issues, achieve shared goals and outcomes and help the group progress • are aware that in different situations they need to take on different roles to develop or build on the strengths of others and get the job done 	<ul style="list-style-type: none"> • present to groups outside of the familiar and outside of the school • develop others in the group as collaborators by putting them in new and unfamiliar situations and not just playing on their strengths • know to whom to assign different roles in order to complete a task based on others' strengths and experience
	Concerned for society <ul style="list-style-type: none"> • recognise the difference between right and wrong • develop an awareness of who others are in the school and local community and have an opinion about change 	<ul style="list-style-type: none"> • seek to help others in the class, school and local community and willingly participate in group activities to tackle issues • have a sense of justice and rationalise why change is needed in simple terms • identify projects in the community and suggest possible options to complete them 	<ul style="list-style-type: none"> • willingly participate in the community both local and global, identifying needs and courses of action to meet those needs • comfortably work with others to meet those needs • develop a stronger sense of justice, drawing on international events 	<ul style="list-style-type: none"> • develop critical opinions on global issues and comfortably debate these using evidence • adjust personal behaviour to fit belief systems and have a strong sense of their place in the world • understand the relationship between the rights of the individual and the laws of society • appreciate the benefits of a diverse society 	<ul style="list-style-type: none"> • take proactive and direct action to help in the wider community • analyse how different circumstances, belief systems and emotions influence events and act independently according to their own belief systems • proactively initiate issue-based campaigns • challenge injustice and take the needs of present and future generations into account
	Confident <ul style="list-style-type: none"> • realise there are things they know and understand and things they do not • with help, admit their mistakes and learn from them 	<ul style="list-style-type: none"> • articulate their knowledge, understanding and ideas • listen to the ideas and opinions of others 	<ul style="list-style-type: none"> • believe in their knowledge, understanding and ideas • enjoy discussing their beliefs, ideas or behaviours with others • deal with new challenges and situations 	<ul style="list-style-type: none"> • justify their beliefs, ideas or behaviours • realise when they may need to change beliefs, ideas or behaviours based on new information or the arguments of others • enjoy new challenges and situations 	<ul style="list-style-type: none"> • critically reflect on their knowledge, understanding and ideas in the light of new experiences and interaction with others • know when to modify their knowledge, understanding and ideas based on their critical reflection • seek new challenges and situations
AGILE	Enquiring <ul style="list-style-type: none"> • begin to develop their natural curiosity • identify, with guidance, questions and problems which interest them • with guidance, plan to undertake research, and collect, store and organise information relevant to the research 	<ul style="list-style-type: none"> • identify questions and problems and justify their interest in them • plan and carry out research unaided, and collect relevant information • identify the strengths and weaknesses of information and whether it is relevant to their enquiry, with guidance • consider different viewpoints on issues, events or problems 	<ul style="list-style-type: none"> • identify appropriate research steps and strategies, and begin to refine and modify methods of enquiry • realise which information is useful and relevant and communicate analysis in an appropriate way • consider why there are different viewpoints, and begin to make connections between them • challenge assumptions and make evidence-based assertions 	<ul style="list-style-type: none"> • explain their research techniques to others, describing and justifying the methods they have chosen • begin to teach others the skills of enquiry • make informed and well-reasoned decisions and require evidence for others' assertions 	<ul style="list-style-type: none"> • independently identify questions and problems, justify their interest in them, and critically consider whether they are worth asking and solving • use connections from across the curriculum to develop their enquiry, answering questions that are of real value to society both in school and outside.
	Creative and enterprising <ul style="list-style-type: none"> • explore different solutions to problems that are set for them • are interested in the world around them • produce pieces of work that are original to them in form or content 	<ul style="list-style-type: none"> • ask questions about their own learning and seek ways of finding their own answers • create original work that demonstrates good outcomes in terms of quality and suitability for the task set 	<ul style="list-style-type: none"> • experiment with untested approaches or forms and begin to refine and modify methods of enquiry • develop a sense of their own personal style in the work they create 	<ul style="list-style-type: none"> • choose increasingly innovative approaches to solving problems and creating work • are able to adapt to a wide variety of purposes and audiences without sacrificing quality 	<ul style="list-style-type: none"> • provide original and elegant solutions to complex problems • create novel and surprising pieces of work of high quality that are fit for purpose
	Open-minded <ul style="list-style-type: none"> • are becoming aware that other people may have different ideas and beliefs and come from different backgrounds 	<ul style="list-style-type: none"> • recognise that other people may have different ideas and beliefs and are prepared to listen to them • may change their mind based on the ideas and beliefs of others • show an interest in people from other cultures and backgrounds 	<ul style="list-style-type: none"> • can take an objective view of different ideas and beliefs • become more receptive to different ideas and beliefs based on the argument of others • will change their ideas should there be compelling evidence to do so • appreciate the benefit of knowing, and working with, people from other cultures 	<ul style="list-style-type: none"> • evaluate new information or the arguments of others and are willing to change beliefs, ideas or behaviours based on their evaluation • evaluate cultural perspectives by drawing on the views of people from other cultures and backgrounds when forming opinions 	<ul style="list-style-type: none"> • seek out new information and the arguments of others in order to reflect critically on their knowledge, understanding and ideas and modify them on the basis of their critical reflection • systematically take a considered global stance when approaching new ideas
	Risk-taking <ul style="list-style-type: none"> • realise that things we do involve an element of risk-taking • talk about known risks in everyday situations and ways to approach those risks if they affect personal safety and wellbeing 	<ul style="list-style-type: none"> • weigh up positive and negative risks in new situations and suggest different solutions and approaches to those situations based on their assessment • confidently approach new and unknown situations, seeing them as a challenge to be faced 	<ul style="list-style-type: none"> • try out new ideas in different situations, drawing on previous experience • speculate on the outcomes of taking certain risks in unfamiliar situations 	<ul style="list-style-type: none"> • recognise that we cannot always predict the outcome of a situation – that some things in life are unknown • approach unfamiliar situations positively, and with confidence and acceptance of the unknown 	<ul style="list-style-type: none"> • speculate and take risks in a whole variety of situations, known and unknown • assess situations in terms of personal safety and wellbeing • confidently tackle new challenges and make different decisions based on understanding of previous decisions and mistakes
GROWING	Practice <ul style="list-style-type: none"> • repeat work in order to improve 	<ul style="list-style-type: none"> • practise regularly in order to improve • understand the value of practice in improving performance • respond to feedback from others about next steps to improvement and how to improve 	<ul style="list-style-type: none"> • establish and follow practice schedules • seek and respond to feedback on how to improve performance • respond to goals set by others for improvements 	<ul style="list-style-type: none"> • take responsibility for practising independently and regularly • jointly set goals for improvements • monitor own performance and seek feedback from others 	<ul style="list-style-type: none"> • self-regulate and revise practice schedules in line with improvements • set own goals and monitor progress towards them • actively seek out ways to improve
	Perseverance <ul style="list-style-type: none"> • work for extended periods of time on a task with encouragement • recognise that there may be obstacles to their progress 	<ul style="list-style-type: none"> • work for sustained periods of time and see the benefits of doing so • identify distractions and begin to recognise the effect these might have on their work 	<ul style="list-style-type: none"> • are self-motivated to work on extended projects • identify distractions and manage them to minimise their effect • see the long-term benefits of performing a task to completion 	<ul style="list-style-type: none"> • independently plan an activity or project beyond what is asked of them • identify and use strategies for setting and meeting personal targets in order to increase personal motivation 	<ul style="list-style-type: none"> • recognise and accept that making mistakes is a natural part of learning, and can explain this to others • have enough self-awareness and confidence to accept that some tasks cannot be completed
	Resilience <ul style="list-style-type: none"> • complete tasks with support, recognising some frustrations 	<ul style="list-style-type: none"> • learn ways to manage their own time and work towards personal targets they have set • complete longer tasks with increasing independence, recognising frustrations that inhibit performance 	<ul style="list-style-type: none"> • show greater independence in setting personal goals and targets • use time effectively and persist with extended tasks to completion, recognising strategies, overcoming frustration and distractions and seeing the long-term benefits 	<ul style="list-style-type: none"> • self-manage extended and complex tasks to completion • employ appropriate strategies to complete tasks and consistently overcome frustrations and barriers 	<ul style="list-style-type: none"> • select and self-manage extended and complex tasks consistently to completion • are deliberately unwilling to allow adversity to prevent them from reaching their goal and are unwavering in their focus on their eventual success



Students familiar with the stages

	1	2	3	4	5
 <p>STRATEGY PLANNING</p>	Recognise it is possible to consciously select an approach given to solve a problem	Are aware of the main approaches that could be deployed	Choose an appropriate approach to solve a problem or address an issue	Choose the most appropriate strategy and be able to justify the approach	Use strategy planning independently as a way to solve problems or issues
 <p>INTELLECTUAL CONFIDENCE</p>	Begin to communicate own views based on experiences	Explain own views using examples and reasons	Present and justify own views using a diverse range of evidence	Evaluate the views of others and incorporate relevant evidence to construct persuasive arguments	Synthesise a wide range of viewpoints and evidence to make a coherent and compelling personal argument



Scripting and Deliberate Practice



HPL Language Around the School

 <p>CONCERNED FOR SOCIETY</p>	<p>Arjan, the way you were able to explain the similarities and differences in the wedding ceremonies of two faiths really demonstrates your <u>'concerned for society'</u> skill.</p>	 <p>RISK-TAKING</p>	<p>We're going to try a bit of <u>'risk-taking'</u> now. We've just learnt new German vocabulary but lets draw on our previous experience and see if we can put it into sentences. I'm not going to give you any help for the first five minutes.</p>
 <p>CREATIVE & ENTERPRISING</p>	<p>Interesting work Paula. I'm impressed with the innovative ways that you were able incorporate all the elements of the design brief. Very <u>creative and enterprising!</u></p>	 <p>PRACTICE</p>	<p>Well done class! The first time we attempted that type of equation, many of us struggled. As a result of <u>practice</u>, everyone in the room was successful then.</p>
 <p>PERSEVERANCE</p>	<p>Simran, I saw you beat Victoria at table tennis during break time. I know she normally wins. You've shown real <u>perseverance</u> to not give up.</p>	 <p>COLLABORATIVE</p>	<p>Really good work you three. You tailored the presentation around each of your strengths and it was evenly split between each of you. Superb <u>collaborative work!</u></p>
 <p>EMPATHETIC</p>	<p>Ryan I was impressed with the way that got involved and prevented Jordan from getting into trouble. You put yourself in his shoes and pointed out the consequences. That shows a mature level of empathy</p>	 <p>OPEN-MINDED</p>	<p>Excellent work. I like the way that you were able to offer a critical evaluation of that piece of music even though I know you're not keen on the style. Very <u>open-minded.</u></p>



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HPL Language Around the School

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 ALTERNATIVE PERSPECTIVES	<p>Simran, I'm impressed with the way that you were able to identify how people may react differently to the same event – that's the <u>alternative perspectives skill!</u></p>	 FLEXIBLE THINKING	<p>Jacob, I like the way you made the decision to move away your first idea because you came up with something even more interesting. That shows real <u>flexible thinking</u></p>
 SELF-REGULATION	<p>Joban, you didn't have your pen last lesson but you remembered to bring it today – well done. Can you think how that demonstrated <u>Self-Regulation?</u></p>	 SPEED & ACCURACY	<p>Well done Mantej, the efficient way that you got the title and date down with it all underlined smartly demonstrates <u>speed and accuracy</u></p>
 CRITICAL OR LOGICAL THINKING	<p>By giving reasons to support your prediction of who will win this badminton match, you've demonstrated quality <u>logical thinking</u></p>	 GENERALISATION	<p>When you analysed those similarities and differences in your work, it put you at stage 4 <u>generalisation</u>. What could you do to take it further?</p>
 ORIGINALITY	<p>Wow Khushpreet! I've never seen a design like that before. A great example of <u>originality!</u></p>	 META-COGNITION	<p>I'm impressed with the way you were able identify the most suitable thinking skill for this task. That's stage 2 <u>meta-cognition!</u></p>
 AUTOMATICITY	<p>Well done Year 9. The way you came into assembly demonstrated great <u>automaticity</u>. You knew what my expectations were and you met them.</p>	 COMPLEX & MULTI-STEP PROBLEM SOLVING	<p>I noticed you were stuck at first but once you realised how to break down the task into smaller chunks, it didn't take long before your work looked really detailed</p>
 CONNECTION FINDING	<p>I like the way you've included some of the ideas from your History lessons to help give context to your answer on war poetry. Really interesting <u>connection finding</u>.</p>	 INTELLECTUAL PLAYFULNESS	<p>The way you incorporated so many different art styles into a single piece of work show real <u>intellectual playfulness</u>.</p>
 STRATEGY PLANNING	<p>I noticed you making a note of the Tier 3 vocabulary to ensure your argument is as convincing as possible. That shows quality <u>strategy planning</u></p>	 INTELLECTUAL CONFIDENCE	<p>Amar, the way that you were able to listen to the thoughts of others but then present a well-supported challenge shows excellent <u>intellectual confidence</u>.</p>
 PRECISION	<p>You've written up your conversation with a waiter in German without any mistakes. Impressive <u>precision</u> Kayla!</p>	 ABSTRACTION	<p>That was an interesting way that you took an idea and applied it to something completely different. That's what '<u>abstraction</u>' is all about!</p>