All TLR holders, teachers and students in the faculty/phase assume that high performance for most is a possible outcome.

The entire phase/faculty understands and is committed to High Performance Learning.

Parents are deeply involved in helping their children to become high performance learners.

Within my phase/faculty all students are systematically taught the competencies that enable high performance and they understand their significance.

The majority of students demonstrate the advanced competencies that enable high performance within my subject/phase – this number is increasing year on year.

Within my faculty/phase pedagogy is student focused: students are developing expertise, leading their own learning and actively engaging with feedback to improve their performance.

Within my phase/faculty all students have access to high-quality teaching and a demanding curriculum that offers breadth and depth, is enquiry-led, and post Covid will link with the enrichment offer.

Within my faculty/phase we continually make opportunities for the development, assessment, and practising of the VAAs and ACPs in a number of learning contexts (e.g. core curriculum, enrichment, a...

TLR holders take responsibility for creating our faculty / phase unique HPL vision, interpreting the HPL framework for our context, and are accountable for its success.

Teachers have ownership of High Performance Learning and, working together as a community of professionals, ensure that it is systematically embedded in everything the phase/department does.

High Performance Learning has been implemented in a way that reflects the unique context (e.g. domain specific skills, knowledge and understanding) of our faculty/phase.

The whole phase/faculty is involved in developing High Performance Learning as our key priority.

All our systems and processes are configured to expect High Performance for the vast majority (e.g. personal and pastoral support and guidance are configured to support academic success within my ...

We measure our performance based on the type of student we want to develop (advanced performers, enterprising learners, intellectually and socially confident, college-ready, workplace-ready, life-...

We aspire to be World Class in my faculty/phase and measure ourselves against international benchmarks where possible.

A high proportion of students achieve highly in my phase/faculty, regardless of their performance on entry – this is increasing year on year.

Students are confident in my phase/faculty/subject and trust the staff to help them be successful.

Students develop into young people I am proud of