

Caroline Chisholm School



Ambition Confidence Success
Everyone Every Lesson Every Opportunity








**High Performance Learning
Summer Newsletter**




What is High Performance Learning?

The High Performance Learning (HPL) philosophy sees all students as potential high performers who are not limited by ability. The Advanced Cognitive Performance Characteristics (ACPs – how our students learn) and the Values, Attitudes and Attributes (VAAs – how our students behave) drive Teaching and Learning across both Primary and Secondary phases in all subjects. This philosophy ensures are students are advanced performers, enterprising learners, intellectually and socially confident with a global outlook and a concern for others. The wonderful examples below showcase our HPL vision in action.

ACPs:

ANALYSING	
	Critical or logical thinking
	Precision
	Complex and multi-step problem solving
CREATING	
	Intellectual playfulness
	Flexible Thinking
	Fluent thinking
	Originality
	Evolutionary and revolutionary thinking
META-THINKING	
	Meta-cognition
	Self-regulation
	Strategy-planning
	Intellectual confidence
LINKING	
	Generalisation
	Connection finding
	Big picture thinking
	Abstraction
	Imagination
	Seeing alternative perspectives
REALISING	
	Automaticity
	Speed and accuracy

VAAs:

AGILE	
	Enquiring
	Creative and enterprising
	Open-minded
	Risk-taking
EMPATHETIC	
	Collaborative
	Concerned for society
	Confident
HARD WORKING	
	Practice
	Perseverance
	Resilience

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Year group spotlight - Reception

Skills spotlight: Resilience, Creative and Enterprising and Collaborative



Our Foundation Stage children had a wonderful time in Forest Schools this term. We focused on the book 'Room on the Broom'. They have shown resilience when faced with challenges such as problem solving how to retrieve items hidden around the area and how to safely climb a tree. They thought creatively to make their very own magic potion and worked as a team to collect a range of natural resources. It has been wonderful to see how curious they all were to observe the changes that have happened.



Year group spotlight - Year 1

Skill spotlight: Analysing and Creating



In maths this term we explored capacity and how different containers held different amounts of liquid. We discussed volume and the difference between the two. The unit had a focus on being precise (a strand of analysing). We were precise when filling up different containers, experimenting which ones had the largest capacity. We even had a race with a variety of different containers.



As our 'Fabulous Finish' for our learning theme 'Animal Kingdom' we consolidated our learning with a trip to Hamerton Zoo. The children were able to identify which group an animal belongs to as well as discussing their diets. "The white tigers are carnivores because they only eat meat" was a sentence that was recalled more than once!



Year group spotlight – Year 2

Skills spotlight: Analysing, Linking, Empathetic



Year 2 have been very much enjoying their learning theme 'Zoom!'

Some of our learning highlights so far have been:

- Revving our engines on our Zoom theme learning! We have worked with **precision** to create impressive fact files for this season's top Formula 1 drivers. We have all learned so much about these sports people—including the teachers! The children were **intrigued when exploring** the history of cars and how they have adapted and changed over time over the years. They did a super job of spotting the **similarities and differences**.
- Using our scientific **enquiry** skills to investigate friction and how it affects how quickly our racing cars moved. The children were **agile** learners, asking plenty of **What if...? questions**. Which was the fastest surface to drive on?



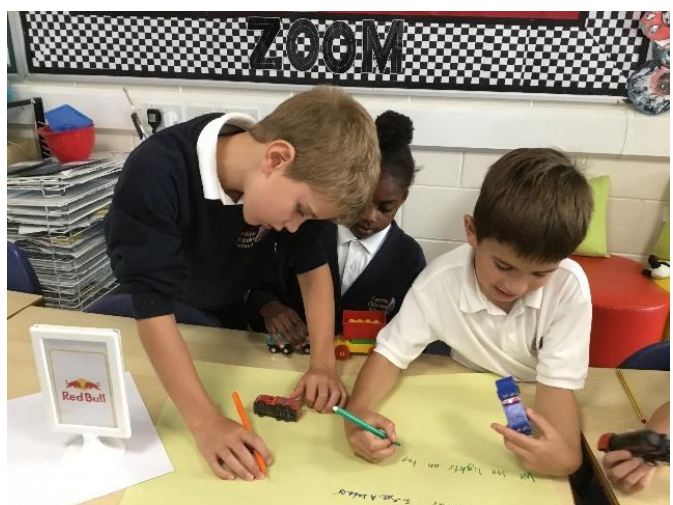
- Exploring different poems **linked** to racing cars, in particular George the Poet's 'So much more than just a race'. The classes got into groups and practiced performing different verses of the poem for their peers. It was wonderful to see the **different ways** they worked **collaboratively** and used their **imagination**s to perform.



- Using our mathematical **curiosity** and questioning to **analyse** different types of data and **looking more closely** at how we can use pictograms. Our data detective skills continued to be tested and **challenged**. It helped us to practice our times table **re-call** too and **problem solving** skills too!



- Learning about the different features and purposes of vehicles as the beginning of our DT learning project. We **made connections** with our home learning about which vehicles we have at home and looked for **similarities and differences**. We then chose our own vehicles to identify the features of them in preparation for the next DT challenge. It was lovely to hear the conversations **comparing** trolleys to bicycles and lorries to prams!



- We have been celebrating the wonderful learning and HPL skills which our Year 2 children have been displaying, by presenting our **Star of the Week Awards, Key Stage 1 Leader Awards and Positive Contribution Awards**. So much marvellous work to celebrate!



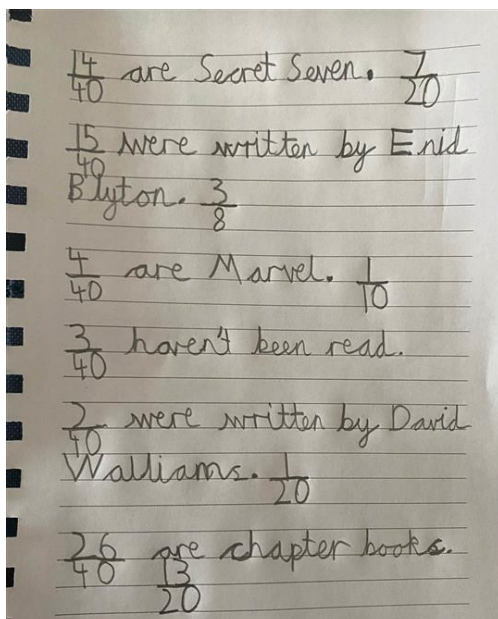
Year group spotlight - Year 3

Skills spotlight: Meta-Thinking, Empathetic and Enquiring



Early in Term 5, Year 3 were learning about fractions. The children were set the task of finding fractions in the real world, here are some of the examples!

Kye looked on his bookshelf and grouped his book genres and Joshua experimented with the different ways of enjoying his bagel!





Freddie shared out his pizza with his family and Max used his knowledge of fractions to separate his colours.



Ellis went pond dipping and there were 5 sections on a pond dipping sheet minibeasts with no legs, 6 legs, 4 legs, 8 legs and more than 8 legs. "I found $\frac{2}{5}$ of the minibeasts on my sheet."



In term 6 our attention turned to shapes in which we learnt about the different properties and descriptors of 2D and 3D shapes. We can now explain with **confidence** several key terms such as parallel, perpendicular, vertices, edges, corners and faces. We were tasked to display our knowledge by creating different 3D objects using KEX and other objects. Here are some pictures from the lesson:

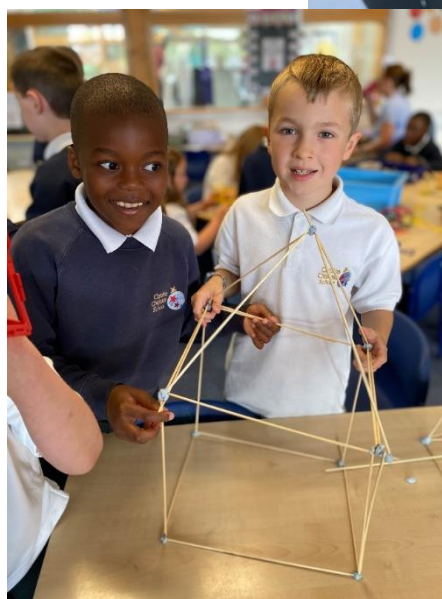
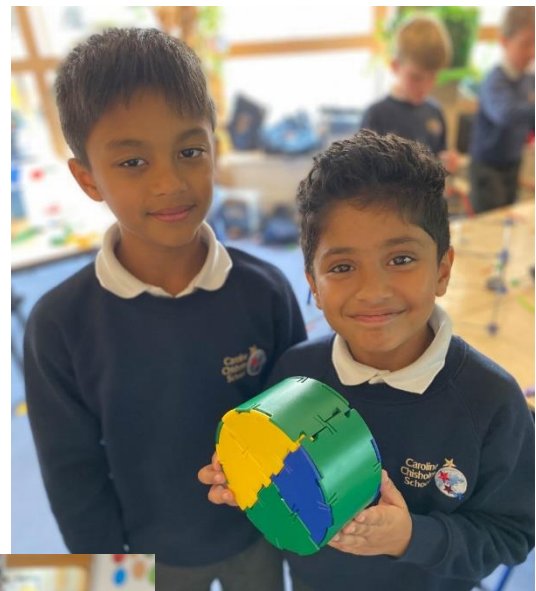


This group challenged themselves to create the tallest tower possible, whilst Sophie and Lois wanted to create a model of their favourite animal, a cat!



Dean, Manoj and Joshua showed incredible determination and self-regulation making a sphere and a cylinder. The shapes were incredibly tricky to make due to the rigid materials that they used. They showed wonderful **self-regulation** and reflected on their build well to assess and select the best strategy to use when building their shape.

Tyrese, Caleb, Amelia and Erin **collaborated** beautifully to create this house made from blu-tack and wooden straws.



In English, our focus has been on **enquiry-based learning**. The children learnt how to write a non-chronological text based on a rainforest animal. They included features such as headings, sub-headings, paragraphs, interesting vocabulary, fronted adverbials, rhetorical questions, and technical language. Once these had been produced and the skills embedded the children were set the task of doing some research at home on something that they were interested in. They brought their research to school, created a plan, drafted the report, and then wrote it up using word. Here are some of their examples.



Harry Potter is a magical tale that has been put into 7 wonderful books, 8 movies and a theatre play. In this fact file you will learn the age of Harry Potter, about the author and about publishing. Read On!

Author

The bestselling author of the Harry Potter series is Joanne Rowling. Did you know that Joanne Rowling doesn't have a middle name? The publishers asked for her initials because they thought boys wouldn't want to read a book made by a woman. J.K. Rowling asked to put "K" after her grandmothers name, Kathleen. They initially targeted people aged 9-11, but I've read 5 books and I'm 8 years old. J.K. Rowling originally came up with the scrawny, black-haired, bespectacled boy who did not know he was a wizard when sitting on a delayed train.

Age

The 1st book of Harry Potter, The Philosopher's Stone, was made in 1995 and was published in 1997. The 3 following books were published once a year, The Chamber of Secrets, The Prisoner of Azkaban and The Goblet of Fire. The next book, The Order of the Phoenix, was the longest and therefore took 3 years to write and publish. The last 2 books, The Half-blood prince and The Deathly Hallows, took 2 years each.

Interesting Facts

- Original cover artist is Mary GrandPre.
- The Genre is fantasy.
- The website is: www.wizardingworld.com
- Harry Potter and the Cursed Child is a play based on a story co-written by Rowling.
- H. P. has been translated into 80 languages.

Beautiful Butterflies



What parts of a butterfly are there? Where do butterflies live? How many different species of UK butterflies are there? Did you know on butterflies wings they

have this special powder which means you can't touch them?

Parts of a butterfly.

There are 8 different parts of a butterfly's body. These include the forewing, head, compound eye, antennae, proboscis, legs, abdomen and hind wing. Did you know that fore means front, and hind means back?

Where do butterflies live.

, butterflies live all over the in all continents except Antarctica. Did you know butterflies only live in hot places they hate the cold? Butterflies are most likely to be found in warm climate places like tropical Rainforest

Different species of UK butterflies.

Did you know there are 61 species of UK butterflies? Some of the species are called Adonis Blue, Brimstone, Monarch, Red Admiral and a Peacock.

Magnificent marbles!

Marbles are small spherical object that are thousands of years old. they are used for lots of things from decorating to playing games like conquer and picking plums

What do they look like?

Marbles are mostly made from glass, but some are made from metal, wood, and clay. They come in lots of different colours too Most are vibrant and colourful, but some are dull. These colours include red, blue, yellow, green, white, black, orange and others

Marble teams and online racing

Marble racing is popular on YouTube the most famous are JMR Jelle's marble runs and m&h racing. A marble team is made from 5 marbles 4 racers and 1 coach but some have 1 replacement for injured marbles.

Age and special marbles

Marbles are thousands of years old! They came from Rome (ITALY) and ancient Egypt. There is a marble museum in USA (united states of America) that has olden marbles. rare marbles include old Marbles, Pokémon marbles, swirly marbles, and not spherical marbles

Fantastic facts!

Marbles were first made manufactured from glass in the 1890s!

Marbles can be used to decorate fishbowls!

The main reason that remains played with marbles because they loved board games!

There are marble championships across the world these countries include Australia and America.

Year group spotlight – Year 4

Skills spotlight: Collaborative and Linking



Year 4 have been working collaboratively this term to build volcanoes out of paper mache. They have been learning about how and why volcanoes erupt and the destruction they can cause, linking this information back to their learning on earthquakes in Term 4.



Year group spotlight – Year 5

Skills spotlight: Meta-thinking, Linking, Hardworking



Within our lessons, we have been focusing on **meta-thinking** and helping children **self-regulate**. By reflecting on feedback from marking and discussions in class, children have set independent goals which have helped many children in the classroom become more autonomous learners.



For our theme this week we were learning about refugees, Ella was very interested in the work ActionAid did to help refugees and decided to further this work at home. While doing so she **realised** that ActionAid's headquarters were in Johannesburg. At this point Ella used her **Linking** HPL skills and linked this with our English work which we had done previously in the week, focusing on a book called, Journey to Jo'burg.



ActionAid is an international non-governmental organization whose stated primary aim is to work against poverty and injustice worldwide. ActionAid is a federation of 45 country offices that works with communities, often via local partner organisations, on a range of development issues. [Wikipedia](#)

Founder: Cecil Jackson-Cole

Founded: 1972

Headquarters: Johannesburg, South Africa

Purpose: ActionAid works with communities to [reduce poverty](#) and promote [human rights](#)

Legal status: Nonprofit organization

Parent organization: [ActionAid](#)

Subsidiary: [ActionAid UK](#)

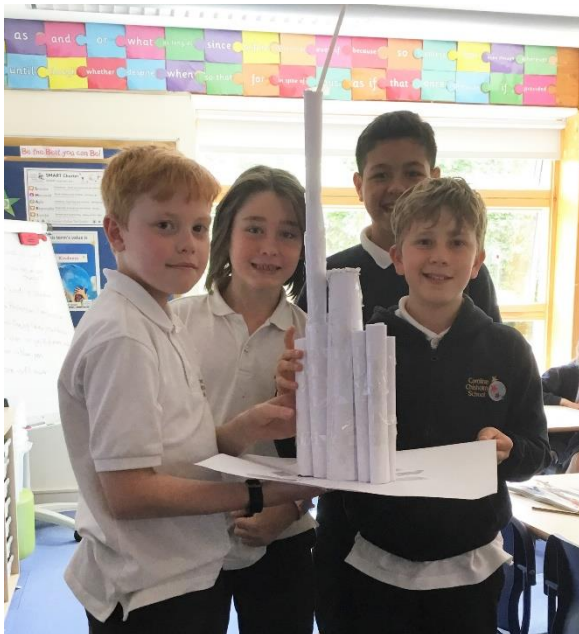
Year group spotlight – Year 6

Skills spotlight: Analysing, Meta-thinking, Agile and Collaborative



Year 6 have been continuing to develop their HPL skills through all areas of the curriculum this term.

As part of our fabulous finish to our learning theme 'The Enchanted East', pupils had to design and make a tower to withstand a tsunami; however, they could only use art straws and A4 paper! Pupils developed many HPL skills through this project including: analysing real-life tower designs for inspiration; strategy planning to identify the steps needed to build a tower, creativity through originality and fluid thinking and collaboration through working as a team. The pupils had great fun working on this project, especially testing their designs at the end with the help of lots of water!



We have also continued to use our HPL bookmarks to support our recall of the different HPL areas. Pupils have been using their bookmarks to identify the HPL focus for our lessons and deepen their understanding of the different strands.

Year 6 pupils have also been continuing to receive rewards for their HPL work through receiving our UKS2 HPL certificates and the positive contribution award. Some of the students are shown pictured below:



Secondary Phase Achievement Points

Following the HPL framework, we use the Values, Attitudes and Attributes (VAAs) to reward our Secondary Phase students with Achievement points. VAAs help to promote and draw out **empathetic**, **hard-working** and **agile** characteristics in all our students.

Detailed below are the achievement point totals for each house.



12,296



33,576



33,576

The winners!!! 🍌🍌🏆



12,506



35,170



15,658



12,439



35,062



15,589



12,037



33,334



15,300

Our HPL Ambassadors

Skill spotlight: Meta-thinking - strategy planning and self-regulation. Confidence, collaboration and creativity.

Our HPL Ambassadors have been working extremely hard this term on their strategy planning, self-regulation, confidence, collaboration and creativity skills.

The students have visited three local primary schools over the last term and spoken to prospective students about HPL and transitioning into Year 7. This took a great deal of confidence as they were tasked with standing up in front of multiple different groups of children. The Ambassadors had to strategy plan to ensure their presentations were engaging and informative whilst also using their fluid thinking skills to come up with new ideas. Collaborating together was a crucial part of their successful presentations, especially when having to use their intellectual confidence to deal with hands-on challenges such as knowing how to respond when students asked tricky questions.

Our Ambassadors have also been completing some filming and reflecting on how HPL has supported their learning journey and aided their extracurricular activities outside of school. It was a new and exciting challenge to be in front of a camera and to have to independently and originally develop ideas with little help.

A note from Miss Talbot:

"It has been fantastic to see the students' confidence grow. They have collaborated so well together and faced all the challenges I've thrown at them with an ambitious and determined mindset. I have loved working with such an amazing set of individuals. I am so proud of them for representing CCS both inside and outside of school and highlighting how great our students are."



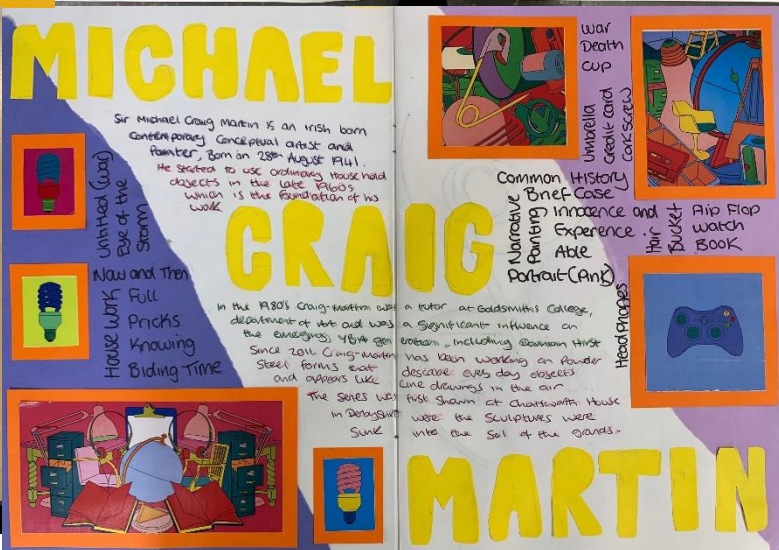
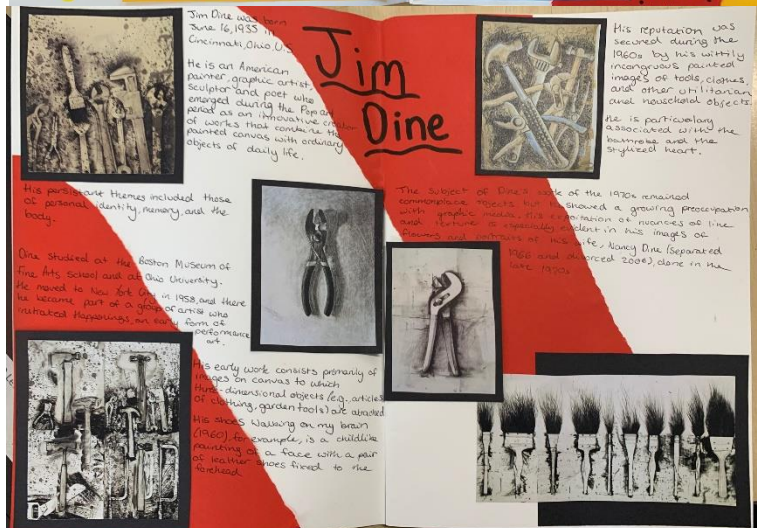
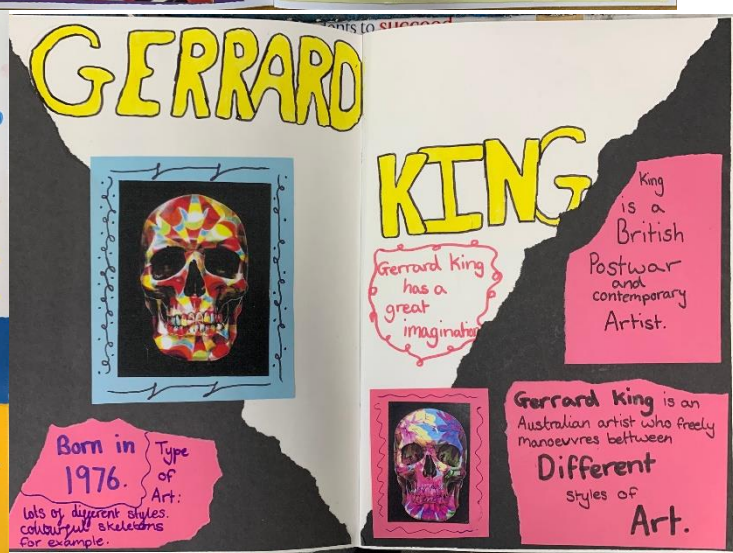
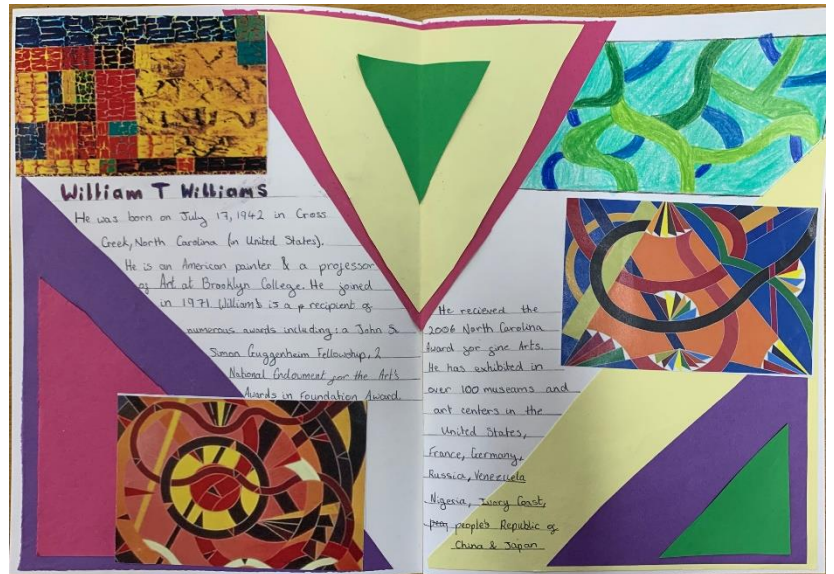
Pictured: a few of the students who were involved.

Department spotlight - Art

Skill spotlight: Agile, Hardworking and Originality



Students in Key Stage 3 share an insight into their sketchbooks. You can see the originality and creative ideas on full display in the images below. The students have been working incredibly hard to take risks and freely express themselves with colour, texture and mediums.

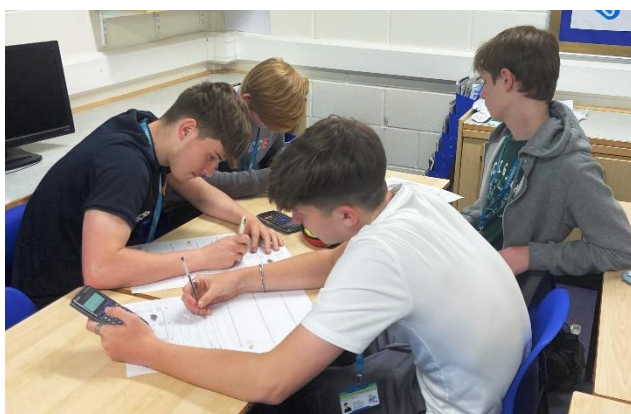
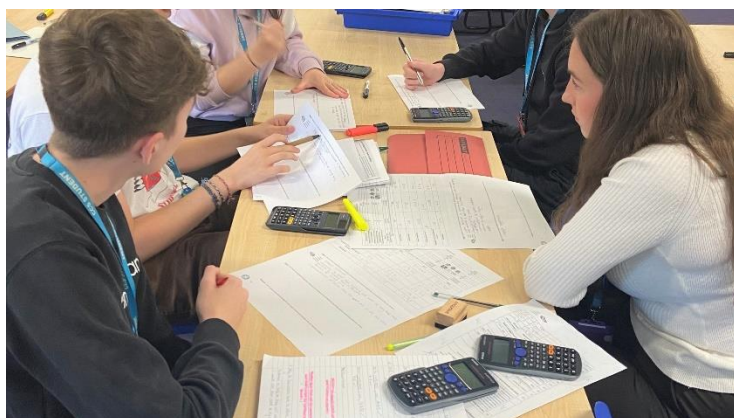


Department spotlight - Business Studies

Skill spotlight: Enquiring, Collaborative and Precision



Year 12 Business Studies students have been actively engaged in enquiry-based learning. Students are currently studying Human Resource Management. They worked in teams and each group was given quantitative human resource data for a different business. The teams worked together to use a variety of formulas to calculate the performance of the business. The accuracy of these calculations was vital for the next part of the activity, where students then had to justify the actions the business should take based on the data and evaluate the human resource objectives the businesses should set. The students demonstrated amazing teamwork and collaboration and were able to work on their own initiative. Great work Year 12!



Department spotlight - Design Technology

Skill spotlight: Realising - Speed and Accuracy and Creativity

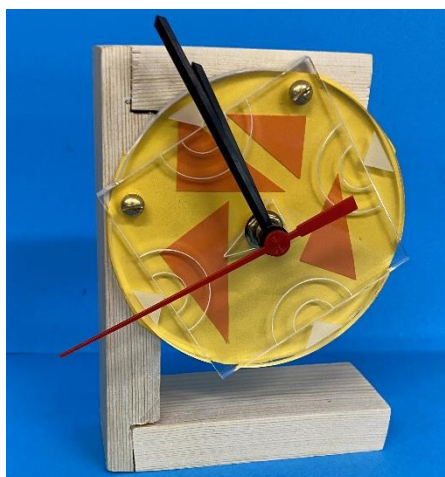
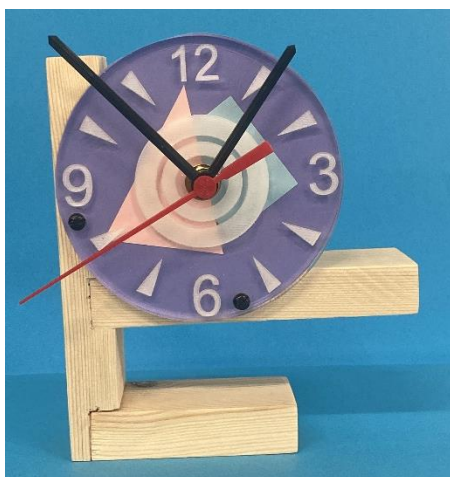


Students in Year 8 and 9 have been focusing on their HPL skill realising.

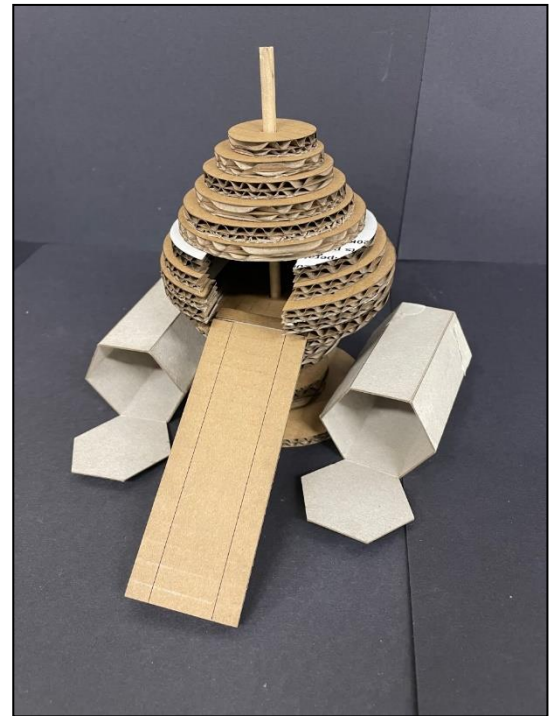
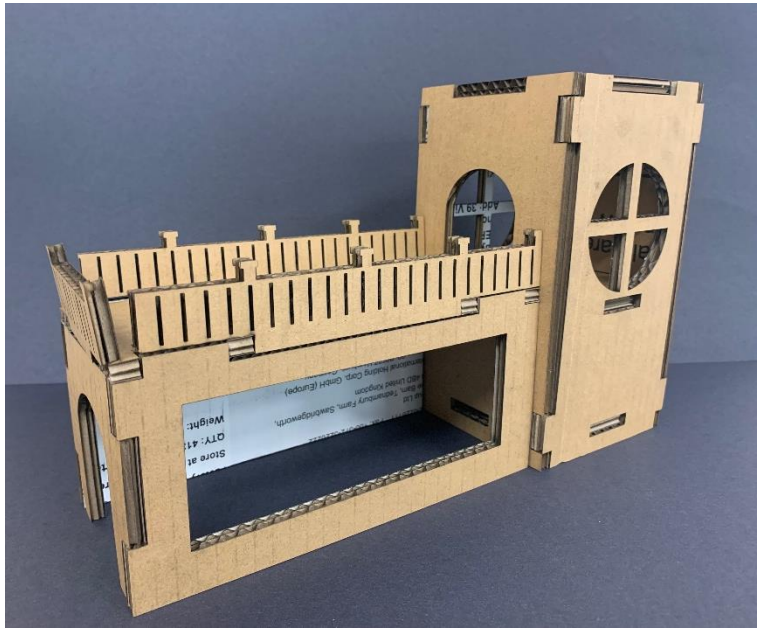
Year 8 were tasked with creating table tennis bats. Coming up with original, creative ideas was crucial to making their design personal to them. They had to be extremely accurate in their designs too.



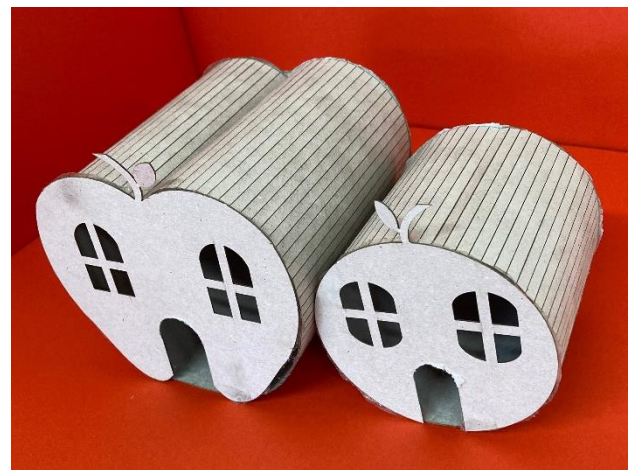
Year 9 have demonstrated Speed and Accuracy when manufacturing their clocks. The designs have consisted of a pine frame and a laser cut acrylic clockface has been designed using 2D design on students' Winbooks.



Year 10 added the final parts to their Hamster House project with designs for packaging and assembly instructions.



They also worked on their Winbooks to modify an existing logo, focusing on their fluent thinking and originality. This was then transferred to a t-shirt as shown below.



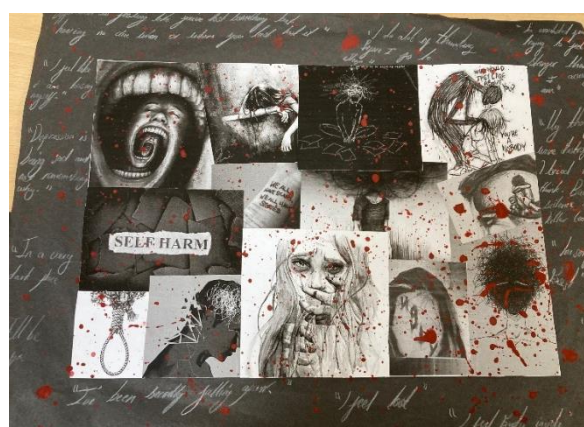
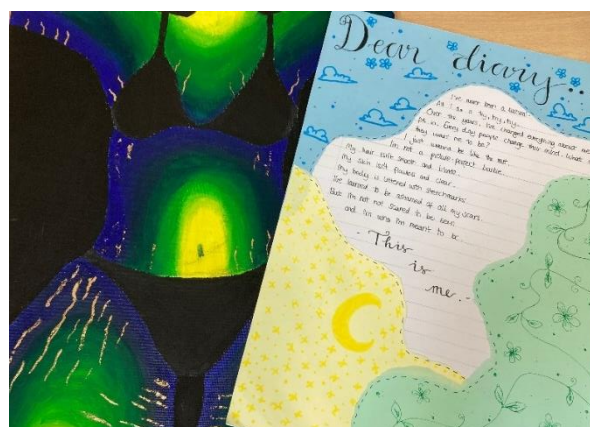
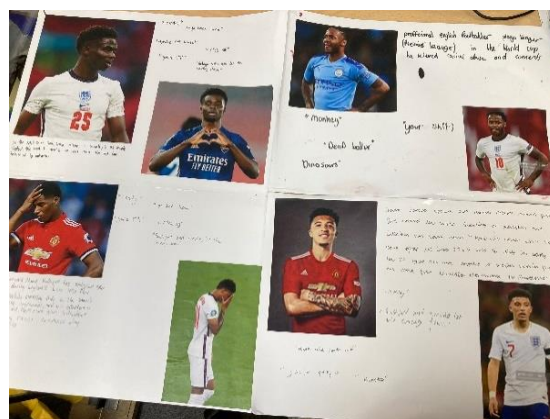
Department spotlight - Drama

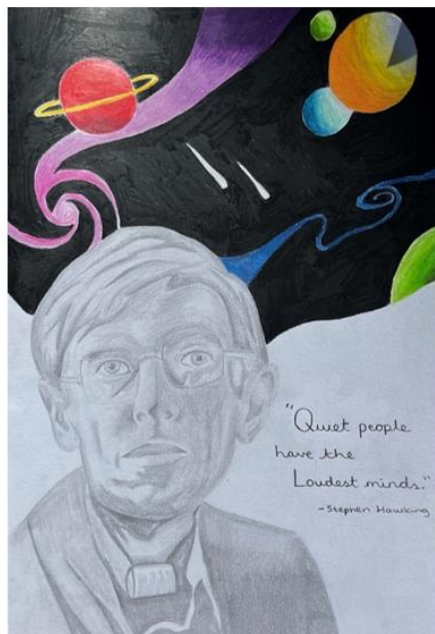
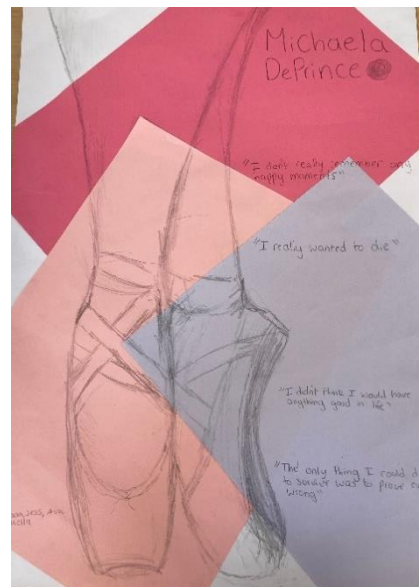
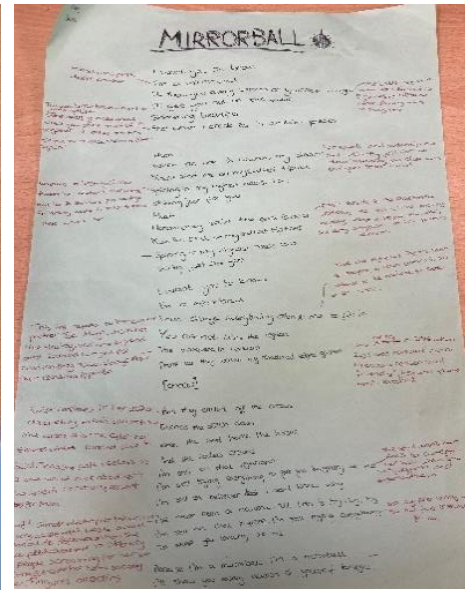
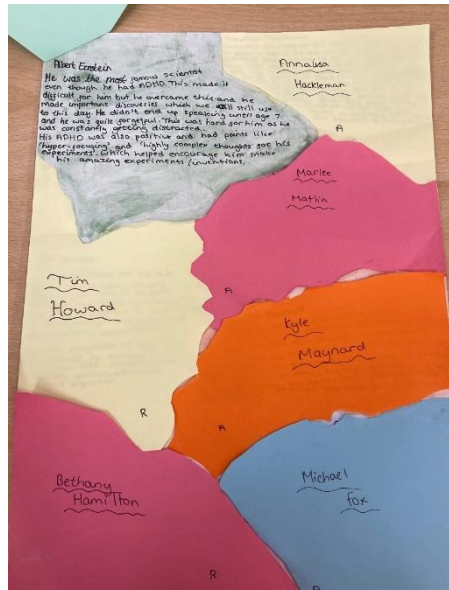
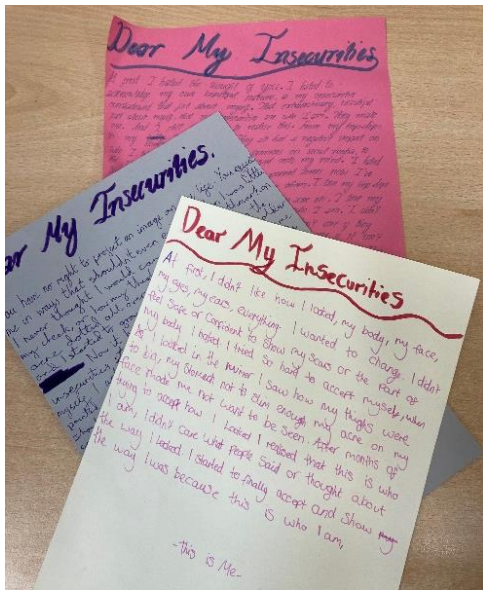
Skill spotlight: Creative and enterprising

Year 9 – THIS IS ME project

We have been very impressed with the creativity and originality of the Year 9 students when working on the 'This Is Me' project. We started the project by exploring the meaning behind the lyrics in the song, from 'The Greatest Showman' and then working on this practically. Students then conducted their own research into people who had overcome difficulties in life and had a choice of working individually or in small groups, using a range of creative skills – art, drama, dance, film, animation, creative writing and music.

We have had some fantastic responses: films about Christian Eriksen, an animation relating to homophobia, a costume and hat designed and based on all Jonny Depp's films, letters written to themselves about insecurities and performed as monologues, song lyrics, an illustrated children's story 'Billy the Ballerina', a film about Katie Piper, films about teenage pressure, bullying and suicide, a paper mache brain, and much more. It has been really interesting to discuss the developing work with the students and then watching their presentations of their creations.





I did a piece of art based on Stephen Hawking's quote:

"Quiet people have the loudest minds"
- Stephen Hawking

Department spotlight - English

Skill spotlight: Agile - Enquiring and Empathetic - Collaborative



Year 10 Students were split up into groups as part of an enquiring and collaborative challenge. They were assigned a series of questions and tasks to complete while analysing, being open-minded to others' ideas, and working through a solution themselves.

Some examples of the types of learning they were doing are listed below:

What is the form of the play? Control your own learning:

<https://www.bbc.co.uk/bitesize/guides/zybc9j6/revision/1>

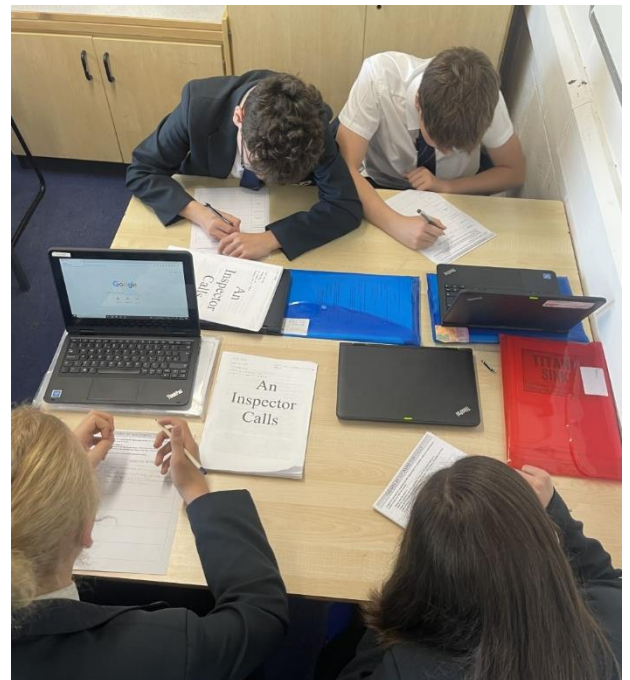
What do you think about the ending? Proactive and think independently.

*"The ending of the play is unsatisfying and frustrating for its audience." Do you agree?
Explain your views.*

What are the key themes of the play? What is Priestley's purpose in using those themes? Curiosity

Complete the theme sheet.

What symbolism appears in the play? How does Priestley use those symbols?



ENQUIRY - SO WHO IS THE INSPECTOR?



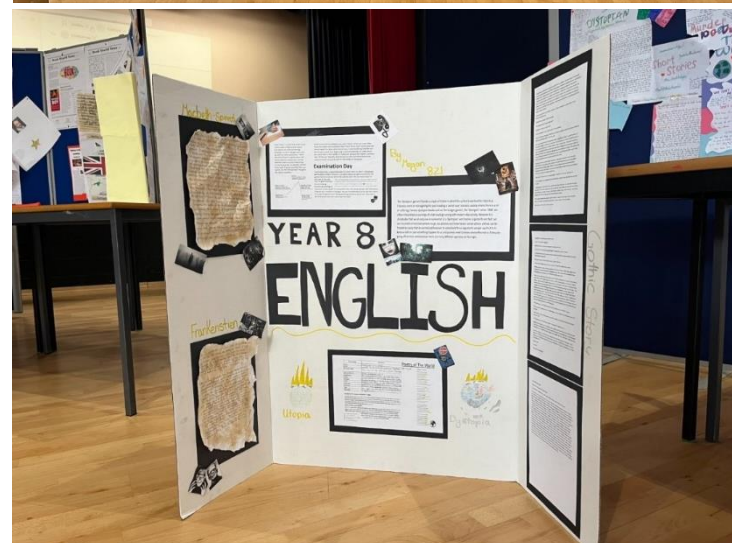
English KS3 Celebration Day

Skill spotlight: Creativity and Confidence



Over the last term, Years 7, 8 and 9 have been focusing on their creativity and confidence skills. All students were set the challenge of creating an independent project which showcased a holistic relearning across the entire year. Students were awarded display, gold, silver or bronze certificates to congratulate them on their efforts. Those students who were given a 'display' certificate had their parents invited in to see their work – it was a fantastic event and a project that all year groups enjoyed.

A special thank you to Miss Harrison for organising such a wonderful event.



Department spotlight – Mathematics

Skill spotlight: Analysing – Critical or logical thinking and Agile – Enquiring

Mrs Sanby's Year 8 class ended up having conflicting ideas about whether Jaffa Cakes are biscuits or cakes. Mrs Sanby set a research-based enquiry task that sparked students' interest. Students were asked to research the topic and present their findings to the class.

One of her students, Ellie T, went away and produced a presentation for the class to debate the topic. Mrs Sanby was so pleased with the fantastic evidence of enquiry-based learning. Ellie T presented to the class with two other students as a collaborative effort.



Department Spotlight - Science

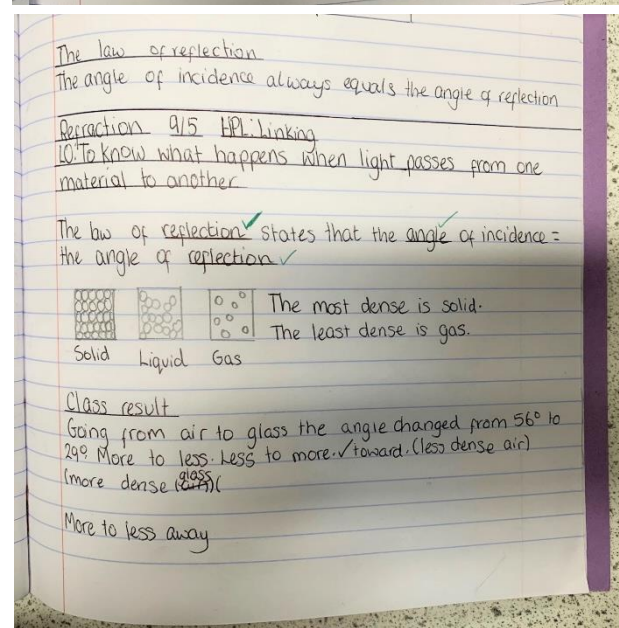
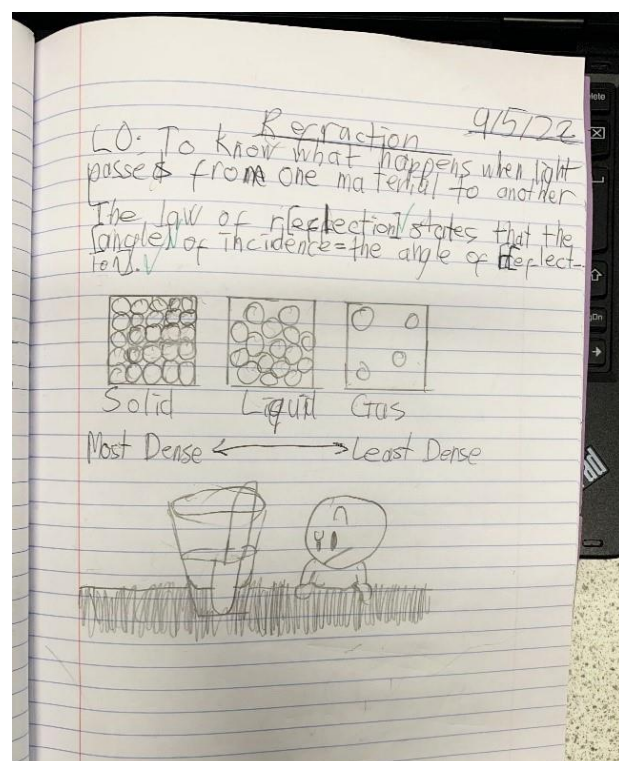
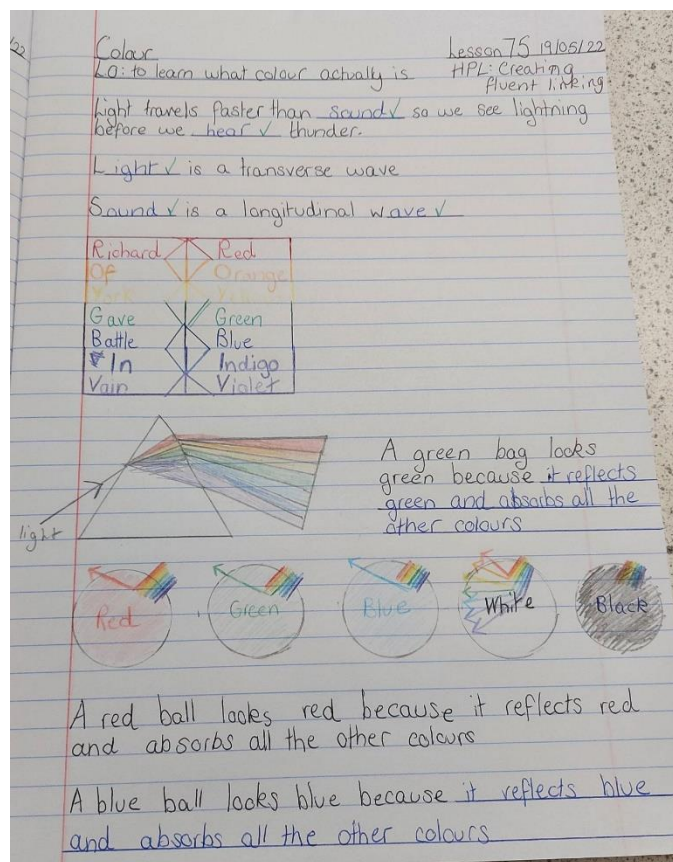
Skill spotlight: Linking - Connection finding and Analysis - Precision

Refraction - Light

Mrs. Poole's Year 7 students looked at linking with a focus on connection finding whilst studying refraction and light. In the starter activity the class reviewed the previous topic of particle theory and decided which state was the densest and why. Then, they carried out the practical experiment focusing on analysis - precision. In our conclusion, we linked refraction to the density of the materials.

Skill spotlight: Creating - fluent thinking

Students used their fluent thinking skills to look at light and colours. They used a red ball to propose solutions for other colours such as black and white.

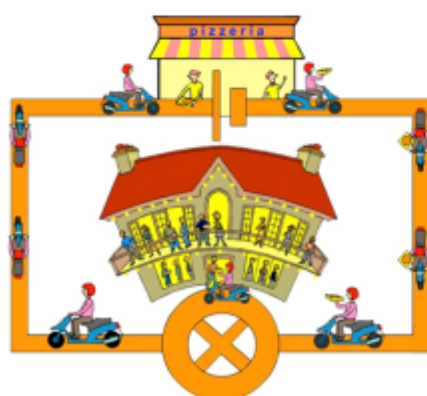




In this activity, Year 10 triple-science students had to look at a new model for electricity that they hadn't seen before - although the model was explained to them, this was challenging content which relied on them using their intellectual confidence to understand the concept. Evaluating the model meant using their previous knowledge about electricity as a springboard for new information; they had to link back to previous learning from our evaluations of other models of electricity. This was carried out in small collaborative groups which enabled students to support each other with their learning.

Starter – Critique the Model

Examine this model for electricity. What is good about the model? What doesn't work? How could the model be improved?



Critical/logical
Thinking

Key words:

thermistor

light-
dependent
resistor

direct
proportion

resistance

ohms

current

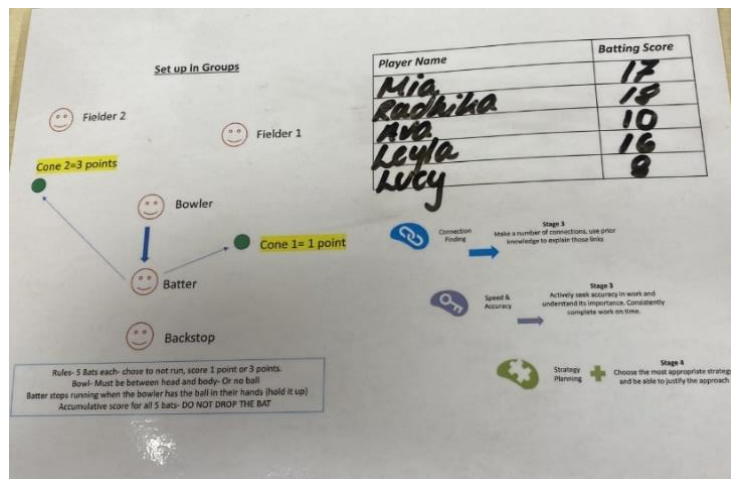
Department spotlight - Physical Education

Skill spotlight: Speed and Accuracy, Empathetic, Hardworking



Rounders

In rounders groups focus on developing their knowledge and understanding of the game, using prior knowledge, and making connections to sports that are similar. When practicing their batting and fielding skills, students aim to seek **accuracy** in the skills and understand how that influences the game. Teams discuss strategies they can use in the game to successfully score as many rounders as possible and prevent the other team from scoring.



Health & Fitness

Students were learning about different training methods in the multigym by completing an activity called 'fitness by chance'. When using the space students consider how they show **empathy** towards others, such as cleaning equipment, consideration of others fitness levels and the time on equipment. Within the activity students took risks when selecting a card at random and then had to complete the type of training that linked to the suit and number on the card. This meant every group had an **original** workout and learning experience. When completing the activity students showed their **hardworking** approach to PE and their **linking** skills, such as math's knowledge by adding together their numbers to give them an accumulative score through the lesson and their knowledge of the bodies muscles to earn additional points.



Curling

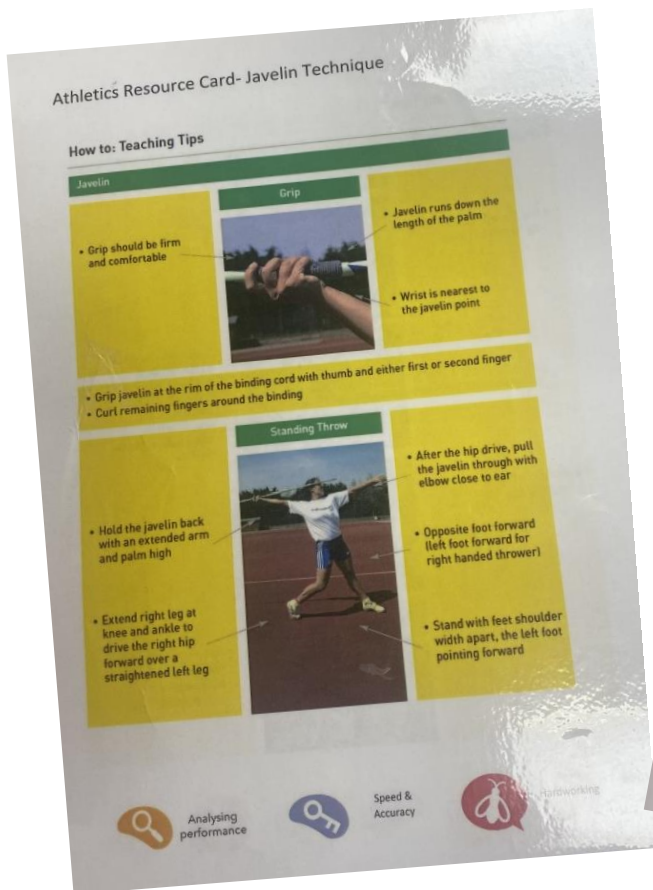
In theme with the Winter Olympics students played indoor curling. Students competed in teams named after different countries and had the opportunity to learn the rules and skills of a new sport. Students focused on **connection finding**, actively seeking out connections to curling from other sports and how they can transfer principles and ideas.

Students were tasked with **strategy planning**, choosing the appropriate approach to solve a problem and ensuring that the teams strategy chosen was successful. They planned what different tactics they could use and adapt during the game which were most effective to their team being successful. The students were striving to achieve excellent levels of **accuracy** when reaching the target. They also focused on the **speed** of their application and what impact that would have on the game.



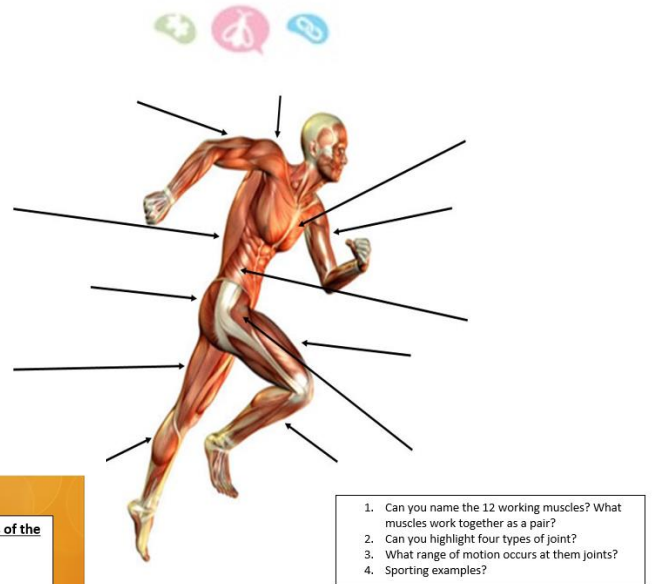
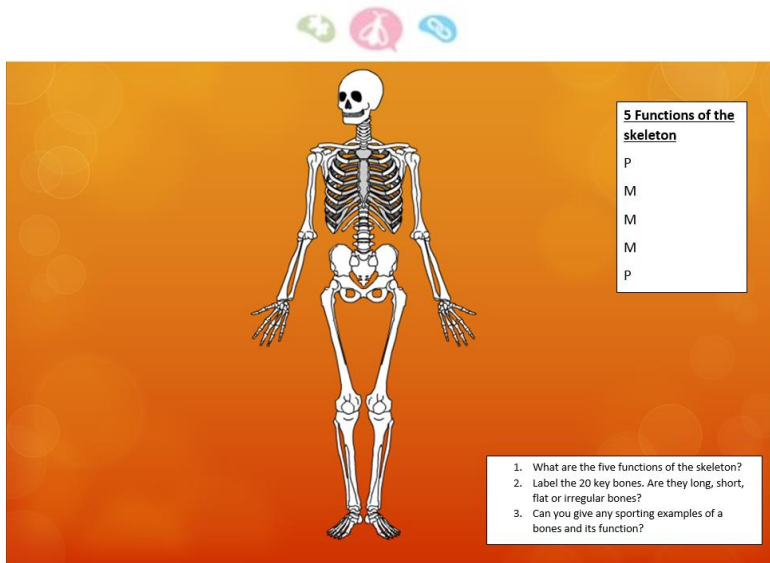
Athletics

Students have been participating in a range of different athletics events. In practical lessons students progressively taught the key technical points of each event and then asked to constantly **analyse performance** using their own knowledge and the help sheets provided. They monitor and evaluate their own and others performance. Thinking about '*What went well in their performance? How could I improve my performance?*' Once they have made an analysis, they self-correct their own performance and technique. This is extended in lessons to look at the performance of others and give positive feedback as well as suggest corrections to others in the class.



The class focused on revising the bones and muscles for their exam. Students had to use prior learning to complete the range of questions and they also had to take some risks through their research to confidently find evidence to help further their understanding.

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Health and Social Care

Students were assigned a research task where they broke into small groups in order to do a Health and Safety Audit of the school site. They had to look out for hazards, risks and what control measures to put in place for such.

Using Lego/Play doh they were to use their creativity and create a 'School Scene – Health and Safety nightmare'.

