



HARTLAND INTERNATIONAL
PARENT GUIDE
2024-25



High
Performance
Learning

**TODAY'S LEARNERS,
TOMORROW'S LEADERS**





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WELCOME MESSAGE



Fiona Cottam
Principal

Hartland International School began its High Performance Learning journey in September 2023, adopting the philosophy in all phases of the school.

High Performance Learning, or HPL, is built on more than 40 years of neuroscientific research into how we learn. At its core is the belief that intelligence is not fixed and that all students are capable of high performance, regardless of their starting point.

At Hartland, we believe that offering opportunities to excel academically is only part of the journey. We also encourage our students to become flexible and fluent thinkers, open to every new opportunity and willing to take risks. We are excited to work with the HPL educational experts to adopt this pedagogy which we believe complements our Hartland values and underpins our teaching and learning from the very start of students' education in the Early Years, right through to our Sixth Form.

As we continue to embed the HPL philosophy throughout the school, we encourage parents and families to work alongside us on this enriching journey. In this guide, we share some of the key research that informs our practice as well as ideas of how you can continue to support your children's learning at home.

It is my privilege to work with our core Drive Team alongside our exceptional academic and pastoral teams who continue to embed the philosophy throughout the school, establishing a culture of ambition that ensures every child can succeed.



MEET THE TEAM



Niall Statham

Assistant Head Whole School - Student Experience

Niall is responsible for the development and implementation of High Performance Learning across the whole school, both strategically and practically. His primary focus is leading the accreditation process as Hartland works towards achieving the World Class School Award.



Elizabeth Penn

Assistant Head Secondary - Student Achievement

Elizabeth is the Assistant Headteacher for Student Achievement in the secondary school and is part of the core team for High Performance Learning, with responsibilities for enhancing HPL practice within our learning and teaching approach. Elizabeth is passionate about ensuring success for all students, raising expectations in terms of student achievement and promoting opportunities for deeper thinking in our students.



Kirsty Lowden

Assistant Head Primary - Student Culture

Kirsty is the Assistant Headteacher for Student Culture in the primary school and is part of the core team for High Performance Learning. Kirsty is responsible for ensuring that all aspects of a student's journey, both academically and pastorally, have High Performance Learning values and attributes at their core. Kirsty is committed to ensuring all students realise their own high potential through personalised support, high expectations and outstanding outcomes.



Mark Ryan

Assistant Head Whole School - Staff Pathways and Growth

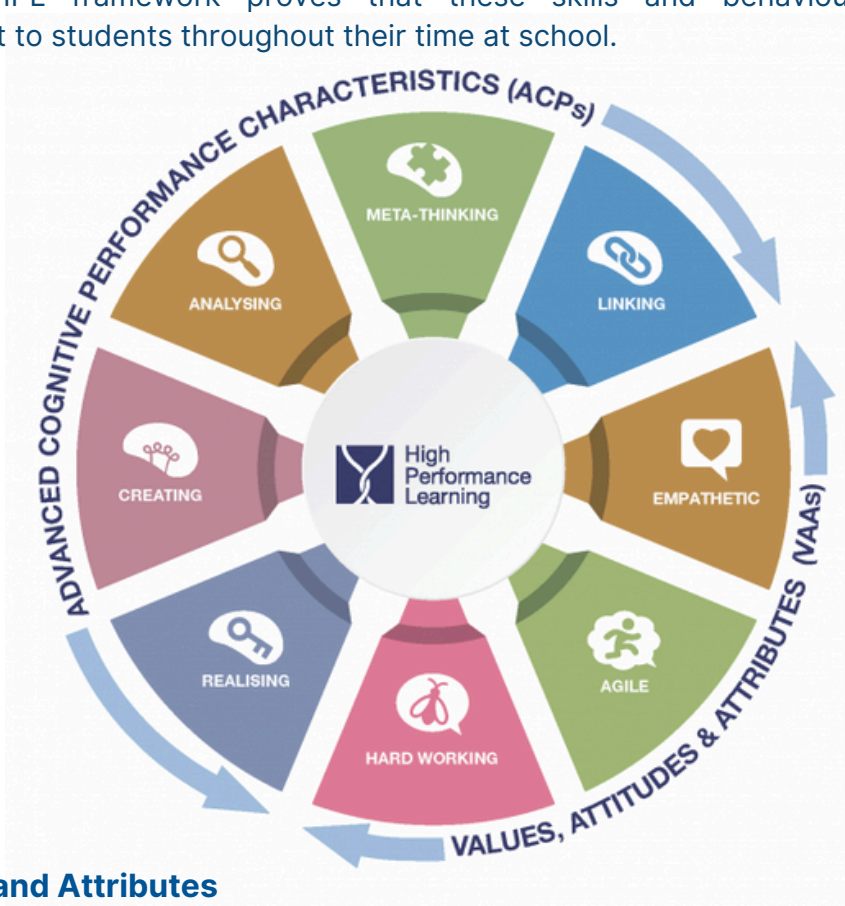
Mark is the school's senior leader for Professional Growth and Pathways. He takes an active interest in the development of learning and teaching across the school. Mark works as part of the core team, driving how High Performing Learning can contribute further towards classroom practice through the professional development of staff.

RESEARCH

HPL is an innovative approach to teaching and learning that can transform educational outcomes. It is based on the latest neuroscientific research that clearly demonstrates that there is not a fixed level of ability amongst young learners, and that the brain is much more malleable than was once thought.

High Performance Learning skills support the school's belief that every child has the potential to succeed. For some the journey takes longer, but we know that with the right opportunities, support and motivation, all our children and young adults can reach their goals. Hartland learners will thrive in the next stage of life socially, emotionally and academically.

Research in neuroscience has shown many common characteristics of top performers across a variety of disciplines. These are divided into 2 groups, Advanced Cognitive Performance Characteristics (ACPs) and Values and Attitudes and Attributes (VAAs). The research underpinning the HPL framework proves that these skills and behaviours can be systematically taught to students throughout their time at school.



Values, Attitudes and Attributes

At Hartland, we have aligned the VAAs alongside our core Hartland values to ensure they have the behaviours and values that are essential in life, including empathy, resilience, collaboration, global citizenship and concern for society.

Advanced Cognitive Performance Characteristics

ACPs encompass the core thinking skills that are most common in high performers. Within this category are areas such as meta-cognition, strategy-planning, critical thinking, complex multi-step problem solving, fluent thinking, intellectual confidence as well as the ability to use these skills automatically.

HPL AT HARTLAND

Foundation Stage

Hartland students begin their HPL journey by exploring the Values, Attitudes and Attributes (VAAs) that underpin success. Immediately they are introduced to language and terminology during every day interactions and lessons. Learning is supported through high quality texts, teacher input and building familiarisation through introduction of animal characters. Opportunities for self-reflection are a consistent feature of lessons.

Primary School

As students continue their academic journey through school, they begin to focus more on Advanced Cognitive Performance Characteristics (ACPs) which are integrated in their daily learning. As students become more familiar with the language of learning, they are challenged to recognise when they are developing these key skills and how effective they are at deploying them as they become a more independent learner. Schemes of work are carefully sequenced to deliver high level knowledge and develop the ACPs and VAAs which grow subject expertise.

Secondary School

Secondary lessons are underpinned by a culture of research which challenges students to become intellectually curious and to take more risks in their learning. Learning is designed to develop domain specific skills whilst also improving subject knowledge. Teachers expect all students to be challenged by some of the work and to understand how to apply their skills and knowledge to new content.





STUDENT VOICE

How do Hartland students feel they have benefitted from High Performance Learning?

"I have demonstrated meta-cognition to the best of my ability this term through analysing my essay feedback, which allowed me to be more aware of my mistakes and allowed me to further improve my technique."

Year 10

"I have demonstrated Critical or Logical Thinking when solving and deciphering word problems (for example in algebra) in Maths. I was able to manipulate lessons already taught to me to unlock patterns and identify key elements of questions."

Year 8

"In English, imagination skills were used when we had to spot devices used in texts, and we had to interpret what the writer wanted to communicate to the audience. An example of this is "Of Mice and Men" by John Steinbeck. We had to think of all the meanings behind different words and what they could possibly represent."

Year 11

"I developed the VAA of creativity in Junk Kouture when my friends and I made a dress out of fully recyclable and reused materials to make it into the UAE finals. I also practised the VAA of risk-taking in netball and basketball matches to put trust in my team and take chances in pass selection which paid off when we won the netball league."

Year 9

"I have developed the ACP attribute of 'Critical or logical thinking' during the Crypto and NFTs enrichment with Mr. Murray this term where we had been analysing the patterns and erratic behaviour of cryptocurrencies whilst learning how to benefit from them."

Year 8

PARENTS AS PARTNERS

At Hartland, we believe that education is a collaborative journey where parents play a vital role as partners in their child's learning experience. We recognise that when families and teachers work together, children thrive academically, socially, and emotionally. By fostering open communication and encouraging active involvement, we create a supportive environment that empowers students to reach their full potential. Below are some simple ideas that can be used every day to share in your child's High Performance Learning journey.

Highlighting Self Regulation

Self regulation underpins our ability to manage emotions, behaviours and impulses effectively. Parents can support their child's self-regulation by modelling appropriate emotional responses and providing guidance during challenging situations. Engaging in conversations that help children identify and articulate their feelings can also be very effective.

Encouraging Practice

Acknowledging and celebrating small achievements during practice encourages children to appreciate the process rather than just the end result. Parents can demonstrate a positive attitude towards challenges and setbacks, reinforcing the idea that effort and persistence are key to improvement. After practice sessions, parents can ask their children to reflect on what they learned and how they improved, fostering a deeper understanding of the value of repetition.

Modelling Learning

Both teachers and parents can model thinking aloud during problem-solving tasks, showing how to plan, monitor, and evaluate their own learning. This helps students develop their metacognitive skills, allowing them to understand how they learn best. Parents can also demonstrate a commitment to their own learning by sharing new skills or knowledge they acquire. This sets a positive example for students about the importance of continuous growth and curiosity.

Setting High Expectations

High expectations are essential for fostering student motivation, self-esteem, and academic achievement. They encourage students to strive for their best and help them realise their potential. Research indicates that when parents and teachers maintain high expectations, students are more likely to perform better academically and develop a positive attitude toward learning. Encourage children to view challenges as opportunities for growth. By praising effort and resilience rather than just results, parents can help children understand that improvement comes from practice and persistence.

FURTHER READING

[Introducing High Performance Learning](#)

[Educational Expectations](#)

[High Performance Learning for Parents](#)

[Elevating Education Interview with Professor Eyre](#)