



**King's College School
High Performance Learning
Accreditation Evidence Portfolio**

Commentary by the HPL Leads

King's College School (KCS) was founded in 2007 and is located in the Madrid suburb of La Moraleja. The school is part of the King's Group of schools which aim to "provide high quality British education". We currently have 600 students on roll between Nursery to Year 11. (1)

In 2017 KCS was graded as 'Excellent' in a BSO inspection. That summer saw a change of Head Teacher with Nigel Fossey being appointed with the brief to continue to deliver improvements and developments in a school already recognised as outstanding. He identified the HPL accreditation scheme as something that reflected the school's philosophy of being 'at the forefront of British education', whilst providing a framework to move the school from 'Excellent' to World Class. (4)

The School's HPL journey began in Term 1 of the 2018 - 2019 with the development of our HPL road map. We commenced with a formal introduction of HPL during our induction week and a designated 'play stage'. This led to experimentation and productive collaboration of how best to explicitly teach the ACPS and VAAS to our students and a HPL Register of Resources. (3, 5, 6)

During this phase we created the roles of HPL Student Ambassadors. They helped plan and deliver our Global Change HPL day, which focused on climate change. They were able to work confidently with members of the Ministry of Foreign Affairs and External Trade for The Republic of Vanuatu as well as key members of the company DOWDUPONT, both of which commented on their 'calm and considered leadership style on the day which was mature beyond their years'. The success of the day also caught the interest of Anote Tong, the ex president of Kiribati. As a result he later visited our school to talk to our pupils about the work he has done towards helping promote the awareness of climate change himself across the world. (6, 7)

After the Christmas break, we moved towards the development of teachers pedagogical knowledge and skills along with general classroom practice. This was done by dedicating a fortnight at a time to the explicit teaching of each ACP and VAA. Explicit teaching took the form of: introducing the ACP / VAA in staff briefing; delivering an assembly on its meaning and scope; asking all staff members to make reference to it in their classroom practise. The impact of this explicit teaching was tracked by questionnaires sent to students and staff at the end of each fortnight. The term culminated in our HPL journey being presented as a plenary session at the King's Group Professional Development Weekend, this was a watershed moment in the momentum of the project. (8, 10, 11, 12, 20)

Commentary by the HPL Leads

In Term 3, our first academic year as a HPL school concluded with a formal Prize Giving Ceremony in which students were rewarded for their development and growth in the ACPs and VAAs. (14)

As our second year of the accreditation process began, our pulse check identified parental engagement as continuing to be an area of focus. We also knew that significant changes in the staff team, along with a full BSO inspection due in November of that term, would impact on our approach. HPL appeared as one of the 5 key sections of our School Development Plan and we began the year by inviting Melanie Saunders to deliver training to our staff team. We also added a regular parent meeting slot into our weekly schedule. This has led to weekly engagement meetings covering a range of topics related to HPL and wider school life. A HPL Working Party was created to maintain a momentum on HPL despite being in an inspection term. Our SEF contained a range of direct references to our HPL journey and the impact it was having in our school. At the end of November 2019 we were successful in achieving our 3rd consecutive 'Excellent' in all areas inspection report and were delighted to find HPL positively referenced in a number of ways throughout the report. (1, 2, 11, 13)

As we moved into our fifth term as a HPL school we reverted back to our systematic and explicit teaching of the ACPs and VAAs, mirroring the process that we went through at the same time the previous year. In addition to the briefings, assemblies and direct teaching in class, we have added a CPD programme covering the 7 Pillars of HPL. (8, 10, 11)

We approach our accreditation with pride and confidence. HPL is integrated and systematised in school life and the ACPs / VAAs have been taught explicitly and repeatedly, improving teacher's pedagogy and student's academic attainment. The following slides, compiled by a number of individuals involved in the implementation of the HPL framework, will provide you with a range of evidence outlining why we believe we are ready to be accredited as a High Performance Learning World Class School.

Evidence files by the whole staff team
[Summary of evidence against award standards](#)

1. [School Evaluation Form and 2019 Inspection Report](#) with explicit reference to HPL implementation and school strength
2. [School Development Plan with HPL as one of the 5 key foci.](#)
3. [HPL road map](#) 18/19 and [Action Plan](#) 19/20.
4. [Link to school website](#) and ambition to be at 'the forefront of British education internationally',
5. [HPL register](#) of resources 18/19. [HPL register](#) of teacher resources 19/20.
6. [Play stage examples](#) and images including the Global Change Day and Escape Room projects.
7. [Student ambassador process.](#)
8. [Collection of CPD delivered to staff / parents including King's Group Professional Weekend presentation and images.](#)
9. Selection of HPL relevant [attainment data](#) showing improvements during the accreditation process.
10. [HPL calendar example.](#)
11. [Weekly notices example](#) and record of [meetings held 19/20.](#)
12. Collated results from student [questionnaires.](#)
13. [Example departmental pulse checks.](#)
14. [Prize Giving Ceremony programme and images.](#)

Evidence files by the whole staff team
Summary of evidence against award standards

15. [HPL Displays.](#)
16. [Selection of HPL planning and lessons including Spanish subjects.](#)
17. [HPL form time projects.](#)
18. [Secondary reward and merit system integrating HPL terminology.](#)
19. [Primary Class Dojo set up with HPL terminology.](#)
20. [Collection of HPL assemblies for primary and secondary students.](#)
21. [Headteacher vision presentation.](#)
22. [Observation framework with QA overview.](#)
23. [Example HPL learning walk.](#)
24. [Eco warriors.](#)
25. [CPAH essay on visit to Doha College.](#)
26. [HPL Student Voice - quotes.](#)
27. King's [Learner Profile](#)

Mindset Shift by the HPL Working Party

Leadership at all levels of the school assume that high performance is a possible outcome for most. This is exemplified in the inclusion of the philosophy's implementation in all levels of planning, from the school action plan to departmental action plans and individual objectives for staff. All classes are taught in mixed ability groupings and ambitious target setting ensures that high performance is an expectation for all. HPL training has been delivered to all members of our school community, including teaching assistants and administration staff. (3, 8)

Our entire school community understands and is committed to HPL. A specific working party has operated throughout the accreditation process to drive forward initiatives and train staff how to incorporate and embed HPL into their lessons. Examples of excellent HPL practice can be found in both our primary and secondary schools. Bi-weekly assemblies are held with the aim of making explicit HPL teaching routine. To help develop the students as high performance learners and further the use of HPL in the classroom, HPL projects were launched in form time which encouraged students to use the ACPs and VAAs to design and create a certain product. HPL is evident in all classrooms, all staff have posters of the ACPs and VAAs as well as their own HPL displays. Staff use HPL language in teaching and many incorporated the use of the HPL logos into presentations when a specific ACP or VAA was being used. In addition, our reward system allows students to obtain merits for excellent use of the ACPs or VAAs in lessons. HPL is embedded and evident in our schemes of work; we have focused CPD sessions on the 7 pillars of HPL; we deliver regular 'nutshells' on the ACPs and VAAs in staff briefings. (8, 10, 15, 16, 17, 20)

Our parents are deeply involved in helping their children to become high performance learners. Weekly parent meetings are held on Tuesdays, in English and Spanish, to develop engagement and to educate them on the HPL framework. Student ambassadors for HPL were also introduced and engagement sessions with parents were held so that they could help their children become high performance learners. Through use of social media, this communication with parents has been maintained over the last two academic years. (7, 8, 11)

Student skills, Curriculum and Pedagogy by the Middle Leadership Team

At our school all students are systematically taught the competencies that enable high performance. This started during our play stage. Highlights included: the design and delivery of an 'Escape Room' exercise; visits from prominent members of the local community to deliver talks to our students on the theme of high performance; the selection of HPL student and staff ambassadors. Now, across the school, students are introduced to each ACP through fortnightly assemblies. Each ACP is then reinforced in lessons. Learning objectives are linked to the ACPs and links are made regularly through the school day. This has meant that we have explicitly taught all VAAs and ACPs and they are now inbuilt into school life. Students feel comfortable with the terminology, they are involved in creating HPL class displays and realising that their learning potential has no limit. Feedback gathered from students provides clear evidence of their developing confidence in the ACPs. (6, 15, 16, 20, 26)

The majority of students demonstrate the advanced competencies that enable high performance – this number is increasing year on year. Since the beginning of the HPL programme, the school has observed a continuing trend of improved academic performance, alongside a deeper understanding of the skill and attributes that underpin HPL. (9, 12)

Our pedagogy is student focused: students are developing expertise, leading their own learning and actively engaging with feedback. In English a Mastery approach to learning has been adopted, this has been implemented throughout Yrs 7 to 10 and can be seen in our Secondary English Curriculum Map. Our curriculum provides teachers with the resources to help students master the ideas, concepts and stories that have shaped the world. This includes a Year 9 Scheme on Challenging Stereotypes and a Year 7 unit on Autobiography. In the Primary School, Class Dojo has been used to further embed the VAA's and the ACP's into school life. Students can earn dojo points for each VAA and ACP and these are sent home to parents. Star of the Week certificates are also given out to students that have been showing HPL skills around the classroom. (16)

Student skills, Curriculum and Pedagogy by the Middle Leadership Team

We have consistently high-quality teaching recognised as Excellent in our most recent inspections and a curriculum that offers breadth and depth, is inquiry-led, and links with the enrichment offer. In Maths we have used the introduction of HPL to encourage students to see their progress in maths as a developing journey, moving from “I can’t do it” to “I can’t do it yet”. A big part of this has been seeing how skills and concepts in Maths link together, and to see how what they may have learnt in one topic can be extrapolated to other situations, and we have included more lessons where the focus is on investigation and students using what they know to develop ways to find out what they don’t. Tiling a pool investigation , investigation in action , creativity & investigation The vocabulary of the ACPs has also really enabled us to focus on these aspects in lessons, and it has become part of our everyday Maths lesson language. (16)

We continually make opportunities for the development, assessment, and practising of the VAAs and ACPs in a number of learning contexts. In Science we have integrated the VAAs and ACPs into every practical lesson delivered. Not only is practical work an essential part of being a scientist, but it is heavily assessed at IGCSE and A-Level. Using HPL ensures that students develop the expertise to execute practical work successfully, and evaluate their learning and understanding. These skills are refined throughout each year group and key stage. In Primary Science, student led investigations, which are an essential part of each unit, have fully embedded the ACPs into each lesson. (16)

We have also implemented HPL into the Spanish elements of our curriculum, Lengua and Ciencias de Sociales: We have implemented a wide variety of activities proposed to give the students possibilities to develop their HPL skills. (16)

This is also replicated in our creative subjects. In Music, HPL has been fully integrated into curriculum planning and delivery of lessons. Resources frequently refer to HPL ACPs, and HPL terminology is linked to Music concepts and processes. In Year 1 of our HPL journey we began with a simple recognition of ACPs in lessons, this has now developed into students identifying how they can use HPL ACPs in their music learning to progress further. In Music HPL can be found explicitly stated in schemes of work, as visual prompts in worksheets and PowerPoint presentations, in classroom displays and in the daily dialogue between students and teachers. (16)

Leadership, whole-school systems and accountability by the Senior Leadership Team

Senior leaders take responsibility for our unique HPL vision, interpreting the HPL framework for our context, and are accountable for its success. HPL has been a key element of our SDP since we joined the accreditation programme. Achieving accreditation are key performance objectives for the Head and Deputy. SLT are responsible for its implementation in their phases and deliver CPD to develop the 7 pillars. High performance is a central part of the Head Teachers vision presentation. The combination of high achievement for all and excellent pastoral care underpin the head's vision for her school. This has led to a strong focus on the value of empathy for all. Senior Leaders have used the implementation of HPL as projects for their aspiring Head Teacher training courses. (2, 8, 21, 25)

Teachers have ownership of HPL and, working together as a community of professionals, ensure that it is systematically embedded in everything the school does. This can be seen explicitly in our observation framework, which is used for both formal and peer observations. The team expects to see the ACPS and VAAs alive in their classrooms and that of their peers. HPL is integral to a range of whole school systems, from merit points to prizes, CPD to parental engagement. HPL is a theme of all departmental action plans and a fifth of our staff form the HPL working party. Short sharp nutshell sessions begin every all staff meeting. (2, 10, 18, 19, 22)

HPL has been implemented in a way that reflects the unique context of our school. Our school community comprises 35 countries, this has led to a focus on empathy via: singing in an old people's home; Harvest Collection; Christmas Shoe Boxes, letters for people in hospitals. We have adopted 'Jigsaw' as a recognised programme to deliver excellent PSHE programmes. As an all through, international school, we have ensured equal focus on all age phases and staff groups including training for TAs and bilingual parental engagement meetings. The HPL framework has been implemented effectively by our Spanish staff, making it suitable for our geographical context and often leading the way in its pedagogical application. (16)

The whole school community is involved in developing HPL as our key priority. This is clearly evidenced in our last two school development plans, department action plans, individual appraisal objectives and parental engagement. Parents have been engaged to learn about the philosophy, as well as deliver input to our students on real life applications of the ACPS and VAAS. Our journey has been rapid but we have taken everybody in our community on the journey with us. This has ensured ownership for HPL is spread throughout the school. In Primary, even though 11 of the 14 teachers were new this year we maintained our high expectations ensuring each and every teacher has openly embraced HPL because they recognise the positive impact it has on the children's learning in their classes. (2)

Leadership, whole-school systems and accountability by the Senior Leadership Team

All our systems and processes are configured to expect high performance for the vast majority. Learning walks and lesson observations contain direct HPL reference. Meetings have HPL as standing items and the HPL working party have scheduled regular meetings to drive forward implementation. We link our Stars of the Week to our HPL values and also as reward points on Class Dojo. Featured displays are also present in each classroom. (11, 15, 19, 22, 23)

There is a high-level of trust in teachers and students to achieve HPL. We believe in providing a framework for teachers to excel. Teachers have had CPD led by other members of staff and been shown how to implement all aspects of HPL. They have then gone on to drive forth the observation framework for the whole school and a separate one for EYFS. Trust has led to appraisal observations being conducted in triad observations. (8, 22)

We measure our performance based on the type of student we want to develop. We have developed a learner profile across our group of schools and we measure our students against it during each report cycle. We have raised academic expectations through the rigorous increase of target setting, using CAT4 if Challenged grades as minimum expectations. We meet individual students at key points in their academic journey to identify personalised development goals when choosing options and after report cycles. (9, 27)

We aspire to be World Class and measure ourselves against international benchmarks. We have opted in to a series of BSO inspections which continue to reference HPL as a central reason for our excellence. We benchmark our academic expectations against complete high performance, 100% of GCSE entries are expected to achieve at least a grade 5. Members of SLT have visited world class schools to observe and compare our progress, Visited schools during our accreditation programme have included: Doha College, The New School Rome, Mougins School France. (1, 25)

Outcomes for students by the HPL Working Party

A high proportion of students achieve highly, regardless of their performance on entry – this is increasing year on year. Since the beginning of our HPL journey, our attainment and progress data has shown a significant increase. 92.68% of students are now meeting or bettering age related expectations, this is an increase of 8.24%. 97.15% of students are now meeting their individual targets, this is an increase of 7.08%. (9)

Students are confident and trust the school to help them be successful. Student self-confidence has grown alongside their trust in the support the school gives them towards their goals and achievements. This strengthening trust has been underpinned by the celebration of HPL on prize day, both in primary and in secondary. Equally, daily reward systems recognise the success of students in using HPL ACPs and VAAs. Primary rewards students through dojo points, whilst secondary rewards students with specific merits (Certificates). This has also helped students develop their familiarity with the language of high performance learning which was not part of their vocabulary prior to the implementation of the programme. (14, 18, 19)

Students develop into young people the school is proud of. Pupils have responded very positively to HPL, with HPL assemblies in particular having been well received. This positivity has also been evident in regular feedback sessions in form time which have evaluated the impact of HPL on students. Evaluations have been reviewed by Student Ambassadors who have taken an active role in the development of HPL here at King's, meeting to discuss ways to promote and supports other students in their engagement with high performance skills. (7, 12, 26)