

HPL Student Drive Team News

Queen's College Taunton

May 2024



High
Performance
Learning

hpl_student_drive_team@queenscollege.org.uk



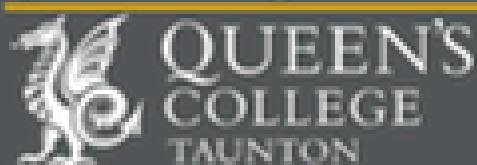
HPL In Action

The HPL Student Drive Team of Queen's College, Taunton consist of students of all ages from across the senior school, meeting twice every half-term. They aim to set targets for each half-term respectively, and review how they have been implemented. The Team are eager to share the innovative ways HPL is being used across the school, kicking off first with this update on how HPL is being used in their lessons, around school and how it is helping them become better learners. Look out for the next edition of the newsletter later in the year when we will be featuring HPL stories from our prep school children.

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How Are You Using HPL In Your Lessons Or Around School?



Mo, Year 11

In the realm of the Duke of Edinburgh's Award (DofE), the path to success is often fraught with challenges, and for our group, the practice expedition presented a formidable test of our resilience. As we embarked on our journey, the capricious weather seemed to conspire against us, casting a shadow of doubt over our ability to persevere. Laden with heavy bags, both physical and metaphorical...

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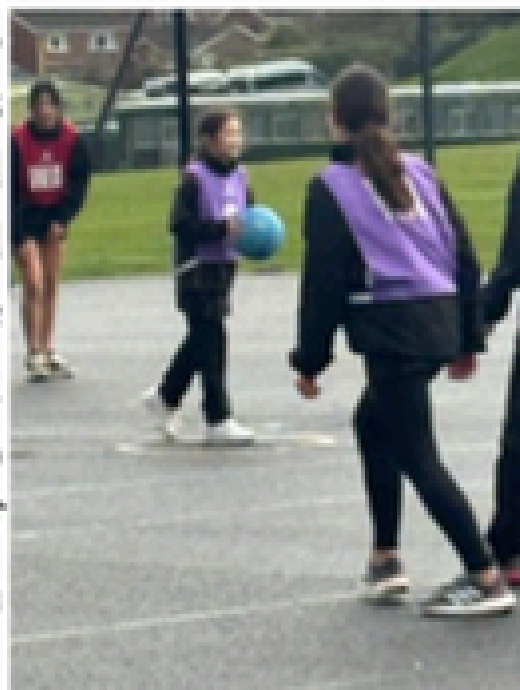
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Isla, Year 7

On Super Saturday, we used the HPL attitude of 'empathetic' in matches against other houses. All of us were told to apply the attitude during matches and think about it all the time when on the ball. From this we were able to work together as a team and try our best to beat the other teams. We were full of confidence and members of our team spread around positivity to boost our



confidence and hopes of winning. This also helped us to apply the 'empathetic' part of our matches. Overall, when using the HPL attitude of 'empathetic', our confidence helped us to get through really tough matches.

Jonny, Year 10

During history we needed to 'analyse' a piece of text about Italy's invasion of Abyssinia. My teacher set us off to use the 'linking' HPL to find evidence from the text to support our answers which help our understanding of the invasion more. We then used the HPL attitude 'hard working' to crack on with the work and not get distracted.

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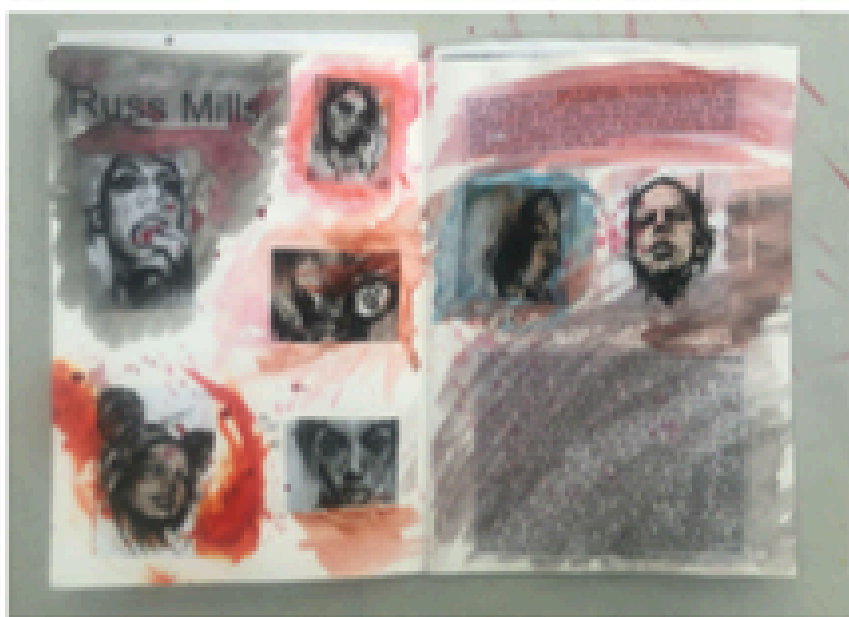
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Sam, Year 9

In my art class we have started a new topic called Gorgeous and Grotesque. Specifically, we created an artist page on Russ Mills' work. I used several HPL skills. For example, 'Meta-Thinking' as I was able to



incorporate the techniques that I'd learned from Mills in my own...

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Mollie, Year 12

We use a large number of HPL skills and attitudes in BTEC outdoor education. 'Analysing' is a key skill which we often use in our assignments, such as when determining the impact certain organisations have on the outdoor sector or when evaluating the benefit of a piece of equipment. One of the attitudes which we use often is 'Agile' as we have to be open minded and keen to learn and try things that we may be unfamiliar with.

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Ellie, Year 9

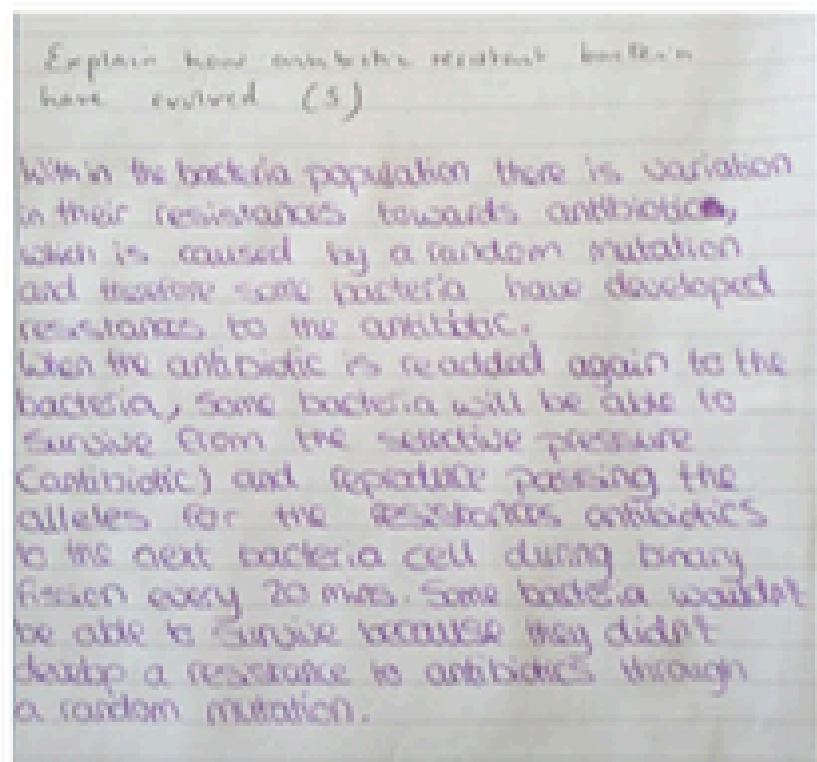
In my History lessons I use the skill 'linking' as we are currently learning about the causes and effects of World War 1. My teacher set us off to complete multiple tasks in which we had to link back to past lessons to remember what and who were the causes of World War 1. I linked back and remembered that Franz Ferdinand was the heir to the Austria-Hungary throne who was assassinated by Gavrilo Princip...

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Ali, Year 11

Today I will be answering how HPL philosophies have helped me to become an even better learner. To answer this question I will share with you the skills and results of using the skills that HPL has provided me, and made me realise as well as to...

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Angelica, Year 12

I use HPL in my A-Level art lessons. In my ongoing art project, I have been looking at the artist Cian McLoughlin. He focuses on painting portraits without including every detail. This has allowed me to use the HPL attitude 'open-minded' as I chose my artist in response to my teachers' advice to push myself by



trying a new style of painting. Throughout creating this piece I also used the HPL skill 'meta-thinking' to analyse, make changes and choose the best technique to use. Below is an image of my canvas so far.

Kamto, Year 9

To navigate the challenges of playing hockey, the whole team harnessed the HPL skills of critical and logical thinking, along with precision and complex problem-solving. First, we deconstructed the requirements and expectations set by the team, understanding the necessary skills, fitness levels and commitment. Then, we as a team...

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13 In this question you must show detailed reasoning.

The probability that Paul's train to work is late on any day is 0.15, independently of other days.

- (i) The number of days on which Paul's train to work is late during a 450-day period is denoted by the random variable Y . Find a value of a such that $P(Y > a) = \frac{1}{6}$. [3]

In the expansion of $(0.15 + 0.85)^{50}$, the terms involving 0.15^r and 0.15^{r+1} are denoted by T_r and T_{r+1} respectively.

- (ii) Show that $\frac{T_r}{T_{r+1}} = \frac{17(r+1)}{3(50-r)}$. [3]

- (iii) The number of days on which Paul's train to work is late during a 50-day period is modelled by the random variable X .

- (a) Find the values of r for which $P(X = r) \leq P(X = r+1)$. [4]

- (b) Hence find the most likely number of days on which the train will be late during a 50-day period. [2]

Francesca, Year 12

'Linking' is a key skill that I use in my A level maths lessons. Often, questions have multiple parts to them, where different parts of the specification are connected to form a holistic concept. For example, in the question above from the 'Statistics' section of a Maths paper, the Binomial distribution is used in part (i), before being linked to Binomial expansion in part (ii).

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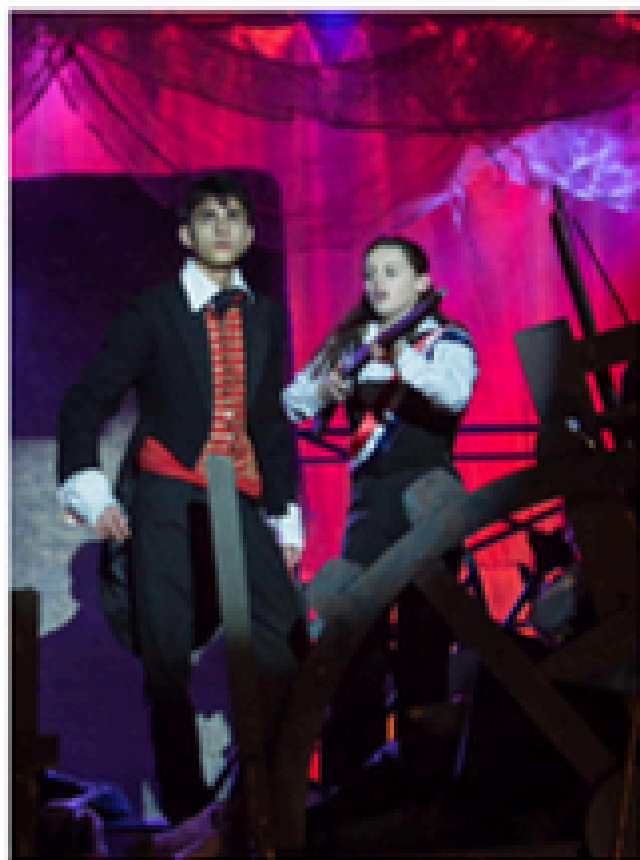
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Henry, Year 10

During Physics today, I walked into class to find my teacher struggling with her split screen. It was then I used the HPL skill 'analysing - problem solving' and realised the value of the troubleshooting skills I'd honed in previous computer science lessons. A connection clicked the ability to navigate software issues could be linked to this situation... [Click here to read on.](#)



Mia, Year 9

Since HPL has become a focus at Queens, I have found many benefits from it, but I would like to discuss how it has helped me in our recent production of Les Misérables.

One of the highlights of the year is undoubtedly the senior musical. This year's musical was Les Misérables. We had a standing ovation on every performance and outstanding reviews...

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Hannah, Year 8

During last term's netball season our year eight netball team had been working so hard in every match. From the very start of the season we collaborated and worked amazingly as a team. Throughout all our matches we showed the empathetic and hard working HPL skill. In our very last match the team

was determined to go out on a high and we worked so hard to secure the win against Mount Kelly. Sacrifices were made with many players not playing the position they wanted to, however, unsurprisingly the team didn't complain and worked together to ensure no matter what position we were playing we worked hard and played well. The HPL skills of empathy and hard work really helped us end our season on a win, I look forward to playing with them next netball season!

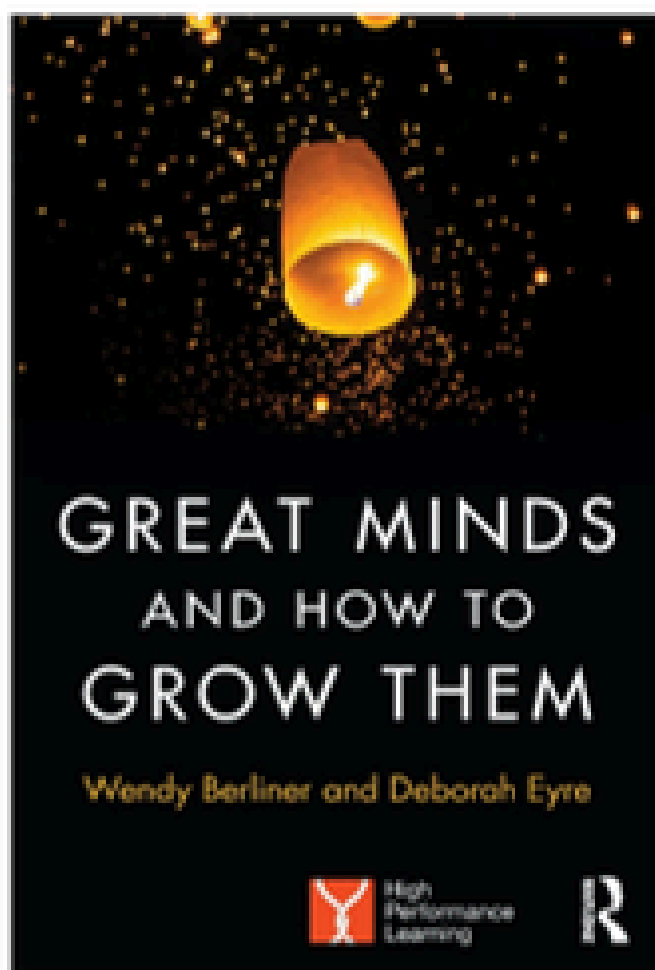
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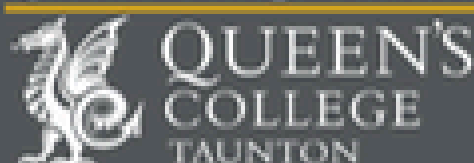


If you would like to find out more about High Performance Learning and how it can help you to guide your children to success both at school and in life, then you may be interested to read 'Great Minds and How to Grow Them' by Wendy Berliner and Deborah Eyre. Combining new knowledge with extensive research into how we learn, this book demonstrates that by using simple, everyday techniques that are both rooted in research and accessible for parents, children can learn to learn more successfully.

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Skills	
Meta-Thinking	
	Meta-cognition - Recognising and using a wide range of thinking approaches and transfer knowledge from one situation to another Self-regulation - Monitor, evaluate and self-correct Strategic planning - Recognise new learning experiences by actively planning to succeed. It is making knowledge or transferable skills become an experience way to think about the work. Intellectual confidence - Confident personal view based on evidence
Linking	
	Generalisation - Can know what is happening in this instance could be generalised to other similar situations. Connection-making - Can connect new and past experiences to make possible generalisations. Big picture thinking - Connect with big ideas and transferable concepts. Abstraction - Extract from concrete to abstract only quality. Imagination - Represent the problem and its representation as evidence for their experience and independent prior knowledge. Seeing alternative perspectives - Move on the basis of what you feel with complexity and ambiguity.
Analysing	
	Critical or logical thinking - Evidence, hypotheses, reason and make supporting evidence. Precision - Focus effectively within the scope of a domain. Complex and multi-step problem solving - Focus down a task, decide on a suitable approach and then act.
Creating	
	Intellectual playfulness - Imagine what and how things to create could look like. Flexible thinking - A person can make solutions and adapt to new ideas for a given solution. Fluent thinking - A person can make. Originality - A person creating entirely new. Evolutionary and revolutionary thinking - Create new ideas through building on existing ideas or thinking differently from them.
Realising	
	Autonomy - Can work with and with others to solve complex problems. Speed and accuracy - Work in speed and with accuracy.

Attitudes	
Empathetic	
	Collaborative - Can work with others, take an efficient role, share a vision and pursue my ideas freely. Committed for society - Can share of the social responsibility and cultural heritage, and promote the responsibility that we have over others sharing. Confident - Can have my different but can also open to learning new things.
Agile	
	Empowering - Can motivate, lead to learn and think independently. Creative and enterprising - Can handle and innovative, capable of original thought and can solve problems. Open-minded - Can accept alternative, an ability to change my mind based on evidence and actively seek evidence. Risk-taking - Can able to confidently experiment with new ideas, work in collaborative contexts, build learning in complex environments, and embrace and overcome.
Hard Working	
	Persistent - Can stick with progress through persistent persistence of the same persistence in order to become more problems. Perseverance - Can keep going and not give up when faced with obstacles and difficulties and not only satisfied with going to it. Resilience - Can get back to work and learn from setbacks, setbacks and progress.

High Performance Learning (or HPL) is a coordinated and communicable cross-phase educational philosophy that has helped us to develop a shared language of learning from 3-18 and which lifts the ceiling to enable even higher performance for all of our students. If you would like to find out more about the HPL skills and attitudes, please click on the posters, or [visit our website](#).

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