

HIGH PERFORMANCE LEARNING POLICY

(Revised in AUG 2026)



Islamiya English School Abu Dhabi LLC



HIGH PERFORMANCE LEARNING POLICY

Introduction

High Performance Learning is a whole-school approach based on the belief that all students can achieve high levels of academic and personal success, not just a selected few, when the right learning conditions are created.

At IES is it our belief that all learners can be High Performers if the environment and support is conducive to the needs of the individuals. Our brains are malleable and IQ is not fixed, therefore when deliberately exposed to the opportunity to develop advanced ways of thinking and behaving, all learners can achieve a high level of success.

IES is committed to providing a high-quality, inclusive education aligned with the principles of **Cambridge International Education**. We believe that **all students are capable of high performance** when provided with appropriate challenge, support, and learning opportunities.

In addition to the ideal environment and support, a 'mind-shift' is also required for many. Hence, to help all our learners 'believe' that they 'are' High Performers, we have adopted a 'common educational practice' at IES, utilizing the High-Performance Learning (HPL) Framework. This High-Performance Learning practice is being embedded into your child's learning experience, using a common 'learning language' across all keys stages and subject areas.

The High-Performance Learning (HPL) approach underpins our teaching, learning, and assessment practices, ensuring that every learner is supported to achieve academic excellence and develop the skills, values, and attributes required for lifelong success.

Aims of the HPL Policy

This policy aims to:

- Promote **high expectations for all learners**
- Develop advanced thinking skills and independent learning
- Foster positive learning behaviors and attitudes
- Ensure equity, inclusion, and excellence across the school
- Align teaching and learning practices with Cambridge learner attributes

Scope

This policy applies to:

- All students from Early Years to Upper Secondary
- All teaching and support staff
- Curriculum planning, classroom practice, assessment, and school culture

Principles of High-Performance Learning

HPL at IES is based on the following principles:

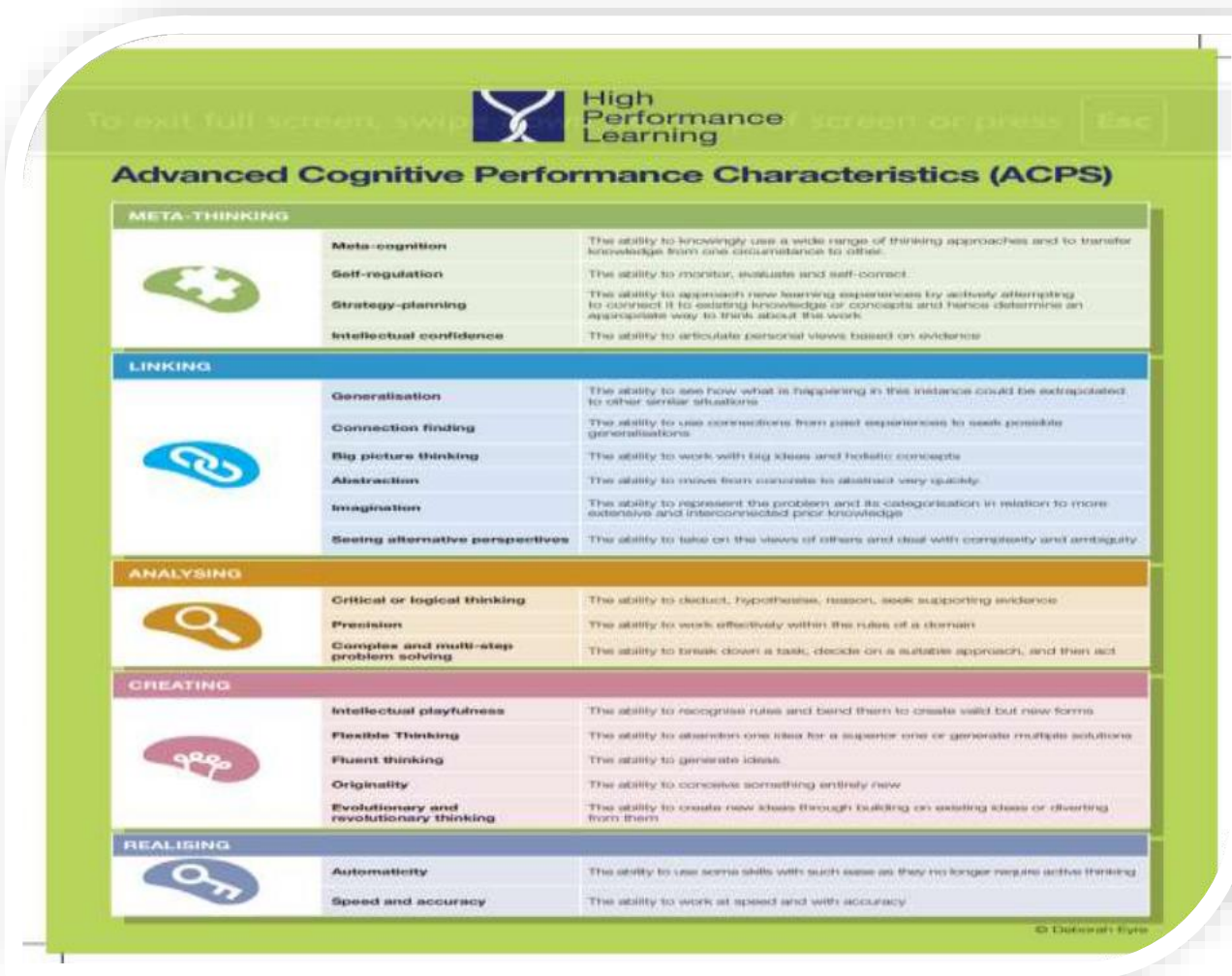
1. **Every Child Can Succeed**
Achievement is not limited by prior attainment, background, or labels.
2. **High Challenge with High Support**
Learners are stretched intellectually while receiving appropriate guidance.
3. **Growth Mindset Culture**
Intelligence and ability are developed through effort, strategy, and reflection.
4. **Inclusive Excellence**
Interventions support learning without limiting ambition or opportunity

The HPL Framework

Advanced Cognitive Performance (ACP)

Students are explicitly taught and supported to develop:

- Critical, analytical, and evaluative thinking
- Problem-solving and reasoning skills
- Creativity and making connections across subjects
- Metacognition and self-reflection



Values, Attitudes, and Attributes (VAAs)

Students are encouraged to demonstrate:

- Resilience and perseverance
- Curiosity and engagement
- Confidence and independence
- Responsibility and self-regulation

These align closely with the **Cambridge Learner Attributes**: confident, responsible, reflective, innovative, and engaged.



High
Performance
Learning

Values Attitudes and Attributes (VAAs)

EMPATHETIC



Collaborative

The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.

Concerned for society

The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.

Confident

The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.

AGILE



Enquiring

The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.

Creative and enterprising

The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.

Open-minded

The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.

Risk-taking

The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.

HARD WORKING



Practice

The ability to train and prepare through repetition of the same processes in order to become more proficient.

Perseverance

The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.

Resilience

The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.

HIGH PERFORMANCE LEARNING (HPL)

Think Deep • Be Positive • Achieve High

High performance is for everyone. We believe, we learn and we achieve!



THINKING SKILLS – ACPs

We use our thinking skills in every lesson, every day!



META-THINKING

I think about my thinking. I plan, monitor and evaluate to improve.

What am I learning?
How am I doing?
What can I do next to improve?



LINKING

I make connections within and between subjects and to the real world.

How is this connected to other things I know or have learned?



ANALYSING

I break down information and ideas to find patterns and relationships.

What are the parts?
How do the parts fit together?
What is the main idea?



CREATING

I use my knowledge and imagination to develop new ideas and solutions.

Can I do it differently?
What is another way to solve this?



REALISING

I apply what I know to real situations. I make it happen!

How can I use this in my life or to make a difference?



LEARNING BEHAVIOURS – VAAs

We have positive attitudes and values that help us succeed!

RESILIENCE



I never give up.
I keep trying even when it's challenging.

CONFIDENCE



I believe in myself.
I am brave and I have a goal!

ENQUIRY



I ask questions.
I am curious and want to find out more.

COLLABORATION



I work well with others.
I listen, share ideas and achieve more together.

EMPATHY



I care about others.
I show kindness and respect.

HARD WORK



I put in my best effort.
Practice helps me improve.

WE ARE
HIGH
PERFORMERS!



Think deeply



Be positive



Achieve high



Make a difference

Use your thinking skills.
Show positive behaviours.
Be the best version of YOU!

Believe
Learn
Achieve

Teaching and Learning

Teachers at IES will:

- Plan lessons that challenge all learners
- Use questioning and dialogue to promote higher-order thinking
- Differentiate learning through task design, scaffolding, and outcomes
- Encourage student voice, reflection, and collaboration
- Use HPL language consistently across subjects

Assessment and Feedback

Assessment practices will:

- Focus on progress, mastery, and deep understanding
- Use formative assessment to inform teaching
- Provide timely, constructive, and actionable feedback
- Enable students to reflect on and improve their learning

Summative assessments are used alongside formative strategies to support achievement within the Cambridge curriculum framework.

Inclusion and Student Support

- Ability labelling and fixed grouping are avoided where possible
- Students with SEN, EAL needs, or additional learning requirements are supported through inclusive practices
- Intervention strategies aim to **close gaps without lowering expectations**
- All students are encouraged to aspire to high levels of achievement

Roles and Responsibilities

School Leadership

- Promote and monitor the implementation of HPL
- Ensure professional development aligned with HPL principles
- Foster a whole-school culture of high expectations

Teachers

- Embed HPL strategies in planning and delivery
- Model growth mindset and reflective practice
- Track progress and adapt teaching accordingly

Students

- Take ownership of learning
- Engage actively in lessons
- Reflect on feedback and set learning goals

Parental Engagement

Parents are informed about the HPL approach and encouraged to:

- Support learning at home
- Promote resilience and independence
- Maintain high expectations for their child's progress

Supporting High Performance At Home

- At IES we feel that the home environment is also important in the quest for High Performance. Homes where there is conversation between adults and children, books to read and games to play, help with character development and this feeds into learning at school.

At home:

- Talk together, make time for meaningful discussion and debate.
- 'Why do you think that?' and let your child explain their reasoning behind thoughts.
- Read, encourage reading for pleasure, it doesn't matter if it is online, a book, a newspaper or a hobby magazine.
- Feed curiosity, high achievement and curiosity is linked.
- Build empathy
- Encourage collaboration.
- Expectations, believe in your child and that they can do well.

This is achieved by giving students the tools, values, and essential cognitive skills that have been shown to lead to success. Based on scientific research about how people think and learn, the HPL framework guides students on a learning journey. Tests and assessments are used as roadmaps for teachers to find the next steps to help build a child's strengths and confidence.

A strategic, long-term educational philosophy, HPL affords teachers the flexibility to incorporate core skills and values into their classrooms and lessons. With a focus on growth mindsets, HPL has been shown to drive not just individual improvement but school-wide achievement.

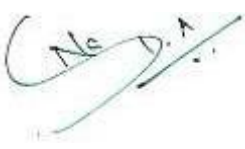
Monitoring and Review

- The implementation of this policy is monitored through lesson observations, student work scrutiny, and learner voice
- Data is used to inform improvement, not to limit potential
- This policy is reviewed annually to ensure effectiveness and alignment with Cambridge International standards

POLICY REVIEW

This policy is to be reviewed and checked annually by the SLT.

This policy is also approved by the governing bodies

Draft Date:	3/07/26
Approved By Board of Governors:	Approved
Principal Approval:	
Review Date:	24/08/27

The End.