

## St Swithun's Prep School including EYFS HIGH-PERFORMING PUPILS POLICY

Policy History	
Reviewed	January 2026
Date of next Review	January 2028

This policy should be read in conjunction with the following policies

- [Curriculum Policy](#)
- [Equal opportunities policy](#)
- [Special Educational Needs policy -Learning Support](#)

### Introduction

St Swithun's Prep School is committed to a long-term teaching strategy, High Performance Learning (HPL) that seeks to create high performance for the many rather than the few. We have universally high expectations for all.

At any one time, and in any curriculum area, there will be pupils that are performing at a higher level than their peers.

We choose not to identify 'more able' pupils by their potential, based on statistical models. Instead, throughout the year, higher performing pupils are regularly identified by staff using a range of data and observations.

This approach will ensure we provide all of our pupils with the opportunity to perform highly in all academic subjects including reading, writing and maths, as well as in the arts and sports. Our creative and ambitious curriculum and learning opportunities provide high expectations and challenge across all year groups. We believe that by improving the quality of learning and opportunities for *all* pupils, we raise standards of achievement for *all* our pupils. Every student must believe they are capable of high performance whatever their current performance level and teachers must believe this and behave and teach accordingly. Pupils are taught that their performance is not about who they are, but rather, what they do.

### What does 'high-performing' mean to us at St Swithun's Prep School?

Our definition of 'high-performing' encompasses those pupils that have shown they are functioning at an high level of efficiency, effectiveness and success. These pupils have shown they have acquired and applied skills in meta-thinking, linking, analysing, creating or realising and have combined them with positive learning behaviours of agility, hard work and empathy.

## How we identify 'high performers'

Pupil behaviours, attitudes and attainment in assessments as well as in class work will all support identification of high-performing pupils. In addition, information provided by external agencies may also contribute to and support identification of high performers. Pupils that are offered scholarship interviews, auditions, or trials are supported in their preparation whether internally or externally.

Research shows that high performers:

- use strategies that others never use
- differ from others in the creativity and extent to which they draw upon a repertoire of intellectual skills that are nonetheless available to others.
- demonstrate expert performance by using metacognition, strategy flexibility, strategy planning, hypothesis, preference for complexity, extensive webbing of knowledge about both facts and processes.
- think like experts even though they may lack some of the skills of experts.

## Provision for high-performing pupils

Ensuring the curriculum remains high quality is fundamental in provision for high-performing pupils, as is regularly reviewing the content and breadth of subject schemes of work. Adaptive teaching in all lessons ensures that all pupils are continually encouraged to enter their personal stretch zone, and this includes those pupils who are performing at a higher level. The role of the teacher is vital in challenging the thinking of all pupils and providing opportunities to stretch them further and develop both their knowledge and application of higher order thinking skills. Teachers should have an awareness of the current high performers and appropriately refer to them in their planning.

In addition, pupils who are performing at a higher level may be given further opportunities to enter more challenging competitions and/or attend events that offer greater challenge.

## Monitoring of high-performing pupils

Pupil performance will be monitored and evaluated. This process will include:

- Regular observation and recording of progress across the curriculum using SONAR (assessment tracker) to indicate performance at mastery level. Summative and formative assessments will be used in conjunction with observations to compile the high performers register at the end of each term.
- Encouraging pupils to assess and review their own performance using traffic light system.
- Helping pupils create/giving pupils clearly defined targets.
- Valuing achievements and successes in and outside school e.g. in celebration assemblies.

St Swithun's Prep School policies are approved, ratified and reviewed regularly by SMT, staff and the Governing Body in the light of statutory requirements.

<b>Reviewed &amp; updated January 2026</b>	<b>Liz Norris</b>	<b>Head of prep school</b>
<b>Ratified by Governors January 2026</b>	<b>Dr Steve Bailey</b>	<b>Chair of Education Committee</b>