

What is a More Able learner?

More Able learners are those young people who are achieving, or have the potential to achieve, at a level significantly beyond that of their peer group within a specific area of the curriculum. The College recognises these learners as individuals; with their own strengths and areas for development.

Gifted learners are those who have the ability to excel academically in one or more subjects such as English, maths, science or geography.

Talented describes those learners who have the practical skills to excel in areas such as sport, leadership or artistic performance.

TCC recognises that when More Able learners are engaged in their area of expertise they will tend to display specific characteristics that differ from the majority of their peers. Broadly speaking these young people will tend to:

- Show a passion for particular areas of interest and seek to pursue them
- Analyse their own behaviour and hence use a greater range of learning strategies than others
- Make connections between past and present learning
- Demonstrate intellectual curiosity
- Show intellectual maturity and enjoy engaging with in-depth subject material
- Actively and enthusiastically engage in debate and discussion
- Produce original and creative responses to common problems

As these learners progress through the secondary and tertiary phases of education they may develop further characteristics such as:

- A tendency to question rules and authority
- A well-developed sense of humour
- Growing self-determination, stamina and powers of coordination

How does the College identify More Able learners?

The identification process for More Able learners at Torpoint Community College:

- Is consistent, fair and transparent
- Acknowledges the full range of abilities
- Does not discriminate against particular groups of learners and;
- Is flexible enough to include students who join the school part way through the year or are late developers

Identification is a continuous process which takes place throughout the academic calendar to ensure that all student data is 'alive' and has a positive impact on the quality of teaching and learning within every lesson at the College.

Each department in the College has an agreed set of specific criteria which allows for the fair and consistent identification of More Able learners across the College. Each checklist identifies the specific skills and abilities inherent in More Able learners within that subject area. The accurate identification of More Able learners allows subject teachers to accurately differentiate for – and challenge – all students to ensure that every learner makes progress in every lesson. This creates a stimulating, challenging and appropriate environment where learners can fulfil their potential.

Effective provision enables each teacher in the College to easily identify those learners that chose to 'hide' their ability in order to fit in with their peer group or avoid being singled out for praise. Creating a learning environment which nurtures gifted and talented behaviours is key to the effective identification and reengagement of these learners.

How does this impact on the classroom?

The planning of suitably challenging learning opportunities is an important part of provision for all learners, but especially the More Able. This is achieved within the College by:

- The use of effective Assessment for Learning that informs the planning of challenging curricular activities
- Additional stretch being provided through a combination of enrichment, extension and acceleration
- Differentiating learning objectives
- Supporting learners in specific areas highlighted through the use of Individual Learning Plans and teacher knowledge
- Developing opportunities for independent learning and
- Integrated learning in settings beyond the classroom

Lifting aspirations of all learners and creating an environment where working to the very best of one's ability is celebrated at the College.

The principles of good teaching for all young people provide a foundation for effective provision for More Able learners. Torpoint Community College encourages effective teaching and learning by ensure that all classrooms ensure the progress of every student in every lesson.

Characteristics of effective provision

Excellent teaching:

- Lesson planning which accommodates the needs of Gifted and Talented learners
- Recognising and building on what learners already know and setting out appropriate objectives
- A classroom culture of high expectations and aspirations, in which achievement is celebrated and learners of all abilities are valued
- Presenting the curriculum as a series of real life problems to be solved
- The use of varied teaching approaches to make learning engaging and challenging
- Matching tasks to learner's maturity and preferred learning styles

- Encouraging independent thinking and open inquiry
- Selecting and using questions that stimulate higher order thinking
- Encouraging and supporting learners in asking their own questions
- Promoting and modelling a variety of thinking skills
- Modelling and requiring learners to use effective problem solving techniques
- Using classroom discussion effectively
- The use of peer and self assessment to make young people partners in their learning, to help them assess their own work and to reflect on how they learn and inform subsequent planning and practice
- Stimulating and paying attention to the student voice
- Linking out of class experiences with day to day learning

Torpoint Community College strives to ensure that More Able learners have access to a learning environment challenges and supports and encourages high expectations of appropriate behaviour and recognition of every kind of ability. The College appreciates that More Able young people need to:

- Have a stimulating environment, with access to high quality resources
- Know that they can ask searching questions and get a considered response
- Receive appropriate encouragement and praise
- Be recognised as individuals with strengths and weaknesses
- Be able to hold meaningful discussions with the teacher, other adults and other young people
- Be highly engaged
- Have independence, with students having control over learning and assuming responsibility for their learning and behaviour
- Develop confidence in their own abilities, with self esteem and strong social skills
- Develop maturity in student relationships and the development of mutual respect for staff and peers