

Identifying High Potential Learners in Information Technology/Computer Science

Summary

This advice sheet contains a checklist of criteria, originally compiled by the QCDA (Qualifications and Curriculum Development Agency), to help with identifying learners who are demonstrating high learning potential in Information Technology/Computer Science. It is aimed at secondary school subject teachers, as well as high learning potential lead teachers.

Below is a list of the characteristics commonly shown by students who are learners who are demonstrating high learning potential IT and Computer Science. A learner need not be showing all of these to be considered a high potential learner, but would most likely be demonstrating a majority of them.

Learners who are showing high learning potential in IT and Computer Science:

demonstrate ICT capability significantly above that expected for their age

for example, key stage 2 pupils may be comfortable meeting the demands of the key stage 3 curriculum

learn and apply new ICT techniques quickly

for example, pupils use shortcut keys for routine tasks effectively and appropriately; they quickly apply techniques for integrating applications such as mail merge and databases

use initiative to exploit the potential of more advanced features of ICT tools

for example, pupils investigate the HTML source code of a website and apply features such as counters or frames to their own web designs

transfer and apply ICT skills and techniques confidently in new contexts

for example, having learned about spreadsheet modelling in a mathematical context, they recognise the potential of applying a similar model in a science investigation

explore independently beyond the given breadth of an ICT topic

for example, they decide independently to validate information they have found from a website; having learned control procedures for a simple traffic light model, they extend their procedure to include control of a pedestrian crossing initiate ideas and solve problems, use ICT effectively and creatively

develop systems that meet personal needs and interests

for example, they create an interactive fan club website that sends out a monthly newsletter to electronic subscribers (either working on their own, or collaboratively with peers).

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Further Information

www.tes.co.uk/teaching-resource/Gifted-and-Talented-policy-ICT-3003037	ICT Gifted and Talented Policy on TES Resources
www.brookes.ac.uk/schools/education/rescon/cpdgifted/docs/secondarylaunchpads/13ict.pdf	'Launchpad' document from Oxford Brookes on The Use of ICT with Gifted and Talented Pupils
www.brightonline.org.uk/ICT/index.html	Brightonline's links of G&T ICT

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