

ICT Department Gifted and Talented Policy

Key elements of our provision for students identified as G&T in ICT

- Students will be identified by their teachers as Gifted and Talented in ICT
- These students will be notified to the school G&T co-ordinator
- The students and their parents will be informed and made aware of what additional support and activities they will receive
- Teachers will take note of these students in their classes and adopt suitable strategies to enhance their learning
- The students will be invited to attend additional enrichment activities provided by the ICT Department
- The students will meet with the Department G&T co-ordinator on a regular basis to discuss their progress

Criteria for identifying students G&T in ICT

- 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)
- When identifying pupils who are gifted in ICT, it is important to remember that they may not be gifted in all aspects of the subject.
For example, some pupils may be able to use high-level programming skills to solve control problems, but may not be as good at constructing and investigating databases.

Classroom strategies for ICT teachers

- Teach / lead a class activity: G&T student could be responsible for organising this, including any planning and producing resources if necessary.
 - A short quiz that the student writes and executes

- Teaching a self-contained aspect of the SOW (e.g. adverbs)
- Devising a kinaesthetic activity to support a topic
- Researching and preparing a PowerPoint presentation on a related topic that provides background information or a linked strand
- Preparing a short film on a researched topic (agreed with you in advance) that will support the whole class' learning
- Plan and deliver a 'starter' for a future lesson. This could be a pre-teaching starter that focuses on a topic linked to the next SOW, an introduction to a lesson, or a related aspect to the topic
- Coaching / Mentoring: G&T students could be able to support others within the class
 - Demonstrating skills to others to improve their communication skills
 - Providing support to others to improve their own problem solving skills
- ICT class representatives: G&T students can acts as an ambassador for the class to provide a student voice
- Create opportunities for Independent learning:
 - Keep a journal / log of wider reading or research
 - Create an extended project on an aspect of the current SOW or on any subject-related area
- Increase challenge
 - Re-package key findings from a lesson / series of lessons
 - Create an extended project on an aspect of the current SOW or on any subject-related area
 - Move G&T students onto higher level e.g. year 8 G&T students moving onto year 9 SoW
 - Target G&T students with challenging and progressive questions
 - Provide G&T students with more complex open ended tasks
 - Allocate G&T students with specific roles in group work

Extension

- Different courses available in KS4 (AQA GCSE, OCR Nationals and Diploma)
- Up to 4 GCSE Equivalents available at KS4
- Twilight sessions at KS4
- Departmental Schemes of Work include extension activities

- Post 16 provision
- GCSE Exam Revision Classes

Enrichment activities

- Launch of 'Young ICT leaders' Scheme
- Digital Video, games design and Animation Club
- Plymouth college of Art and design trip to view Animation showcase
- Gifted and Talented Lunchtime Club
- Animation Club
- Digital Video Club
- Computer game design Club

Mentoring process

- Gifted and Talented students are identified by class room teachers through observation and assessment and a list of students is updated at key points during the academic year
- During the mentoring process each student identified as Gifted and Talented will agree set targets which are monitored and later reviewed to assess progress towards them
 - Initial meeting takes place during term 1
 - Followed up by a meetings during each of terms 2 & 3
- KS3 Gifted and Talented students participate in the mentoring process during timetabled lessons
- KS4 and KS5 Gifted and Talented students attend lunch time mentoring sessions