

| Subject | Identifying Highly Able Pupils |
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| Design & Technology | <p>Pupils who are highly able in design and technology are likely to:</p> <ul style="list-style-type: none"> • demonstrate high levels of technological understanding and application • display high-quality making and precise practical skills • have flashes of inspiration and highly original or innovative ideas • demonstrate different ways of working or different approaches to issues • be sensitive to aesthetic, social and cultural issues when designing and evaluating • be capable of rigorous analysis and interpretation of products • get frustrated when a teacher demands that they follow a rigid design-and-make process • work comfortably in contexts beyond their own experience and empathise with users' and clients' needs and wants. <p>Teachers may identify pupils who are highly able in design and technology by:</p> <ul style="list-style-type: none"> • performance at an unusually advanced level for their age group • the outcomes of specific tasks • evidence of particular aptitudes • the way pupils respond to questions • the questions that pupils ask themselves. <p>It is important for teachers to allow time for personal interaction with pupils. By observing the techniques and strategies that pupils use to tackle problems, teachers may pick up on abilities that do not come to light through more formal assessment procedures. It is important to acknowledge that these pupils may wish to hide the extent of their abilities.</p> <p>The pupils who are highly able in design and technology may be a very different group from those with abilities in other subjects. The breadth of designing and making means that some of them will have abilities in a specific area -- for example working with food, using computer-assisted design (CAD) or high-quality making -- but not in others.</p> |