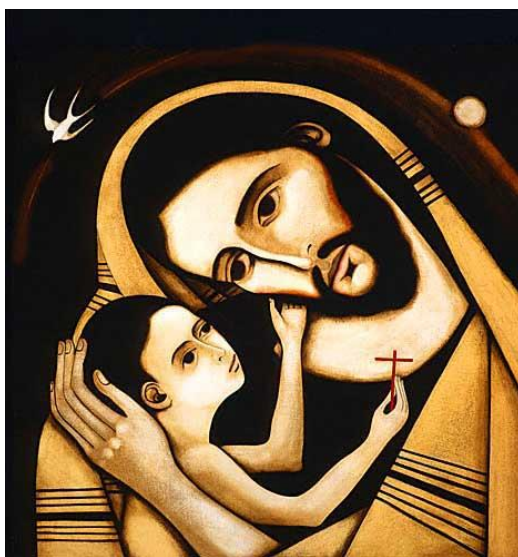




St. Joseph's Catholic Primary School Clydach



Differentiation Policy

Date of Review: January 2017

Signature:

POLICY FOR DIFFERENTIATION

Principles

Differentiation is the process that aims to provide learning experiences which are matched to the needs, capabilities and previous learning of individual pupils. Teaching must take into account differences in learner characteristics. This requires careful assessment, flexible planning and the provision of a variety of approaches to learning and teaching.

Rationale

All pupils are entitled to a broad and balanced curriculum and part of our task is to enable this entitlement to be accessed. Differentiation is the process which enables pupils to achieve their maximum potential. We also see it as a means of identifying the most effective strategies for achieving agreed targets.

Aims

Differentiation is not a single event, it is a process. We believe it requires a long term, whole-school approach.

We aim to:

- Recognise the variety of individual needs and plan to meet those needs
- Provide appropriate learning opportunities
- Evaluate the effectiveness of activities in order to maximise the achievements of every individual pupils

Planning

Differentiation requires careful planning and central to this planning is the need to identify clearly our objectives for individuals and groups within our classes. Since children progress at different rates and to various extents, then school policies, teaching programmes and schemes of work need to ensure differentiated learning.

Central to this planning is the need to clearly identify:

- The learning task and its relevance
- Outcomes which would indicate successful learning
- Pupils' skills, knowledge and understanding needed to acquire this learning

Approaches and Methods of Differentiation

Teachers use a combined approach of whole class teaching, group work and individual work. Within this structure a number of methods of differentiation are employed, often simultaneously. These may be divided into 4 main categories:

- By task – includes level of difficulty of task set
- By outcome – the same task but differentiated success criteria
- By differentiated access to resources – eg varying the duration and use of a resource
- By differentiated access to In-class support – eg access to specific teaching time according to need.

We recognise the importance of not putting a ceiling on children's learning and teacher expectation of children, so that all abilities are able to access the curriculum in a confident and motivating way and are able to attempt more challenging tasks. Working in mixed ability groups can often enhance this way of working.

Different contexts for learning

For different tasks and different groups of children, there are preferred ways of learning. For example:

1. Whole class work – often used as an introduction to new learning, where general principles and knowledge and methods are explained; or as a plenary, where a summary of work learned or a key question is posed and investigated by the whole class. Differentiated questioning and whiteboard jottings enable teachers to ascertain the level of understanding during whole class sessions.
2. Small group work – often called “guided group work”, where a small group (often about 6 pupils) go over a particular aspect of learning or are pushed forward in their learning. This is often led by a teacher or TA and has particular objectives, and oral feedback is often given. Groups will vary from day to day, but the class teacher aims that every child in the class to be in a “guided group” at least once a week with an adult.
3. Independent work – where pupils are given a task that is matched to their ability, which can be carried out independently and is sufficiently open-ended that progress in learning is evident.
4. Detailed marking and feedback from independent tasks to move the learning on.
5. Paired work – where two pupils work collaboratively on a problem or task. Pairs can be designated by the teacher or chosen by the pupil, depending on the nature of the task and the learning attitudes of the pupil. Sometimes pupils are encouraged to peer assess each other's work so that a deeper knowledge of the outcomes of learning are understood.

Resources

We will continue to assess all materials, books and scaffolded work used with our pupils with differentiation in mind. Variety and range of materials and formats will ensure individual needs are best met.

What should be seen in a classroom where there is effective differentiation?

- ●pupils working independently and co-operatively together
- ●pupils working in a variety of different ways and on a variety of tasks
- ●a classroom organised in an appropriate way with a variety of resources
- ●children on task, involved and well-motivated
- ●positive pupil–teacher interaction
- ●pupils involved in negotiating their work
- ●outcomes presented in a variety of ways
- ●a variety of assessment techniques being used
- ●appropriate texts and materials being used
- ●teachers' planning and records highlighting individual tasks and opportunities

What results would we expect from effective differentiation?

- ••interested, well-motivated children responding to challenges
- ••Repeated above
- ••pupils showing greater independence and co-operation
- ••children are aware of their own progression and have the ability to self- evaluate
- ••effective teaching and learning taking place for all pupils

Implementation

The implementation of this policy is the shared responsibility of all staff. It will be kept under review and evaluated as part of the School Development cycle.

Child Protection - The United Nations Convention on the Rights of the Child (CRC)

is at the heart of our school's planning, policies, practice and ethos.

As a rights- respecting school we not only teach about children's rights but also model rights and respect in all relationships – Linked to Articles 3, 12, 16, 19, 20, 21, 25, 27, 28, 30, 34, 36, 39, 42 (CRC)

