



Differentiation Policy

September 2015

DIFFERENTIATION POLICY

The staff at Charterhouse Square school understand that our children have a wide ability and age range and occasionally, English is their second language, or they may struggle with certain aspects of other subjects on the curriculum.. Differentiation is therefore required to ensure that all children reach their true potential.

Aims and Objectives

We aim to have a curriculum that is differentiated for any child, who may need it. It is recognised that children learn at different rates, have various areas of interest, different styles of learning and different levels of motivation. Consequently tasks need to be adjusted accordingly. The curriculum should

- build on past achievements;
- present challenges to allow for more achievements;
- provide opportunities for success;
- remove barriers to participation or stagnation.

Organisation

All subjects on the curriculum should be differentiated by task to three levels, with numeracy and literacy being the most important. This requires the teacher to plan specific objectives and activities for each group. Sometimes differentiation by outcome may be appropriate, as a child may simply require longer to complete a task, or can only manage shorter pieces.

If required children may take home the extension sheets in replacement of normal homework, if this is felt to be beneficial for the child's progress.

Children may move from group to group depending on each individual lesson objective and the assessment of the teacher.

This involves setting a common task for the whole class that is designed so that each child uses their individual knowledge and understanding to achieve different levels of success.

Flexibility and planning

A key term for effective differentiation is flexibility. Teachers need to be flexible in order to engage all the children in the lesson, thus providing a range of resources and activities which will enable children of varying abilities to work at different speeds and to different levels. Expectations are adjusted accordingly.

Lessons should be sufficiently differentiated to extend the most able children and be within the capability of the least able children. A range of resources should be employed, especially multi-media. Presentation of the lesson should be varied, giving ample opportunity for children to learn through discourse, asking questions of the teacher, as well as *vice versa*. Planning and evaluation are crucial factors in developing worthwhile and meaningful lessons.

Language considerations

It is not always the case that the language used by a teacher will be understood by all the children. Some children have weak linguistic abilities with both receptive and expressive language problems. They may miscomprehend simple commands and appear to be lazy or stubborn, when in reality they just don't understand the instructions. Bearing this in mind, the teacher needs to differentiate the language used, keeping it simple, again highlighting key words, and ask the children to repeat the instructions of a given task in their own words.

Good teaching practices

Good teaching practice involves use of a range of teaching styles and strategies to encourage children to support each other in their learning. It also involves listening to the ideas and explanations of children to assess their level of understanding and any misconceptions which they may have.

Teachers should get to know the children well, becoming aware of any factors which may affect their learning, e.g. minor hearing problems, poor eyesight or weaker memory skills. Moving around the class will let children feel they have had the teacher's individual attention. An ethos should be established whereby a contribution from the child is valued, with all achievements being celebrated. Children are encouraged to become involved and to take risks with the articulation of ideas and suggestions.

All lessons should be planned thoroughly, carefully selecting from resources and materials. The time allowed for the completion of tasks should be varied to maintain an appropriate challenge, knowing how much autonomy and choice to allow children and when more direction is necessary.

Constructive feedback should be given to children orally and in the marking of their work. Records of assessment, which indicate what each child has already achieved and their individual levels of understanding throughout the year, kept in the mark register.

Signed:

Date:

To be reviewed by: