



## LISNADILL PRIMARY SCHOOL

### POLICY ON DIFFERENTIATION

#### PRINCIPLES

Differentiation is the process whereby an attempt is made 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 by meeting their educational needs. 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 wish to:-

- Recognise the variety of individual needs
- Plan to meet those needs
- Provide appropriate delivery
- Evaluate the effectiveness of activities in order to maximise the achievements of 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. If children progress at different rates and to various extents, then school policies, teaching programmes and schemes of work need to ensure differentiated learning. This planning may take place with Key Stage Co-ordinators, subject co-ordinators, in year groups with classroom assistants or individually.

Central to this planning is the need to clearly define:-

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

#### APPROACHES AND METHODS OF DIFFERENTIATION

In the main teachers use a combined approach of whole class teaching, group work and individual attention. 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 different anticipated results
- By Differentiated Access to Resources – eg varying the duration of resource use or restricting its extent and variety
- By Differentiated Access to In-class Support – eg access to teaching time according to need

## **LEARNING STYLES FOR DIFFERENTIATION**

We believe that no one method is correct for any one child for the whole time. Children need to be in different groupings to achieve different tasks. The appropriateness of any particular grouping depends upon the task being set; the child's learning needs; the teacher's needs and the space available. Accordingly we would plan to employ a range of different groups at different times to include:- whole class teaching, small group work, paired/shared work, pupil/teacher partnerships, resource-led learning and individual work.

## **RESOURCES**

We will continue to assess all materials, books and work sheets used with our pupils with differentiation in mind. Teachers will consider factors such as layout, number of new concepts on one page/sheet and methods of explanations. A range of materials is required which enables all children to gain information from a variety of formats. The shortage of human resources remains an acknowledged problem. We will endeavour to make use of all additional professional help available to us eg Special Needs teacher, INSET and in school support from SELB support staff.

## **POLICY REVIEW**

This policy will be kept under constant review and will be amended, after consultation, when appropriate.

*Reviewed February 2015*