Differentiation policy

Introduction

The purpose of this policy document is to define the principles and aims of communication at Melrose and the Pre-Preparatory Department and to provide a framework which;

- promotes consistency in school planning and school practice.
- facilitates development and change.
- informs new staff, pupils, parents, governors and the wider community.

This policy runs in conjunction with the Assessment and SEND Policy. It was reviewed in the Trinity Term 2023. The next review will be in the Trinity Term 2026.

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 learning characteristics and rates of learning. This requires careful assessment, flexible planning and the provision of a variety of approaches to learning and teaching.

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

Aims

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

Our aims when differentiating are:

- to recognise the variety of individual needs.
- to plan to meet those needs.
- to provide appropriate learning opportunities.
- to evaluate the effectiveness of activities, in order to maximise the achievements of individual pupils.

Strategies

Planning

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

Groupings for Differentiation

Pupils need to be in different groupings to achieve different tasks. The appropriateness of any particular grouping depends upon the task being set; the pupil's learning needs and the space available. As a result, planning should 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.

Methods of Differentiation

- **By Outcome –** the same task but different success criteria
- **Task –** includes different work to complete
- **Resources –** varying duration and use of a resource / equipment
- **Grouping –** to allow for peer support / collaboration
- **Dialogue / Questioning –** varied to support or extend
- **In-Class Support –** access to specific teacher / LSA time according to need

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

- A classroom organised in an appropriate way with a variety of resources
- Pupils on task, involved and well-motivated
- Outcomes presented in a variety of ways
- Appropriate materials being used
- Opportunity for work on thinking and learning skills
- Opportunity for learning in the outdoor environment
- Pupils are progressing at the expected level for that child
- Provision for those with SEND is evident

Resources

- Practical Resources
- Learning Support Unit
- ICT Programmes eg; Nessy / Spellzone/ Mathletics/ Dynamo Maths
- Challenge Walls & Extension Materials
- Learning Support Assistants

Assessment & Recording

- Teachers' short term planning and records highlight individual tasks and opportunities.
- Individual Learning Plans for those with additional needs at wave 2 or 3

- Highly Able and Talented Pupil Register and Learning Support Register
- Highlight individuals to support teacher planning