DIFFERENTIATION POLICY

This policy was adopted/updated: September 2012

This policy will be reviewed: September 2013

Statutory policy? : No

Source: School
HAMPTON WICK INFANT AND NURSERY SCHOOL
DIFFERENTIATION POLICY

Definition

To differentiate is to enable all the children to access the curriculum at an appropriate ability level in order for them to make the expected progress in every session. This may be achieved through a variety of planned tasks, different outcomes, use of resources, support and effective teaching.

Aims

In our planning we aim to:

- Differentiate the lesson in order to meet the needs of all individual children.
- Identify children's learning strategies
- Select appropriate teaching methods to match learning objectives.
- Ensure children have the necessary resources to both support and further their learning

All pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced.

Objectives

We aim to achieve this by:

- the flexible use of teaching materials and resources to match children's needs
- involving the children in the planning of some aspects of their work.
- using a repertoire of teaching strategies, to achieve a fitness for purpose
- using robust assessment and tracking systems to ensure every child makes the progress expected

Pupils' needs

Knowledge of the pupils is about knowing:

- how they learn best and what influences their learning
- progression of the child's learning
- awareness of pupil's diversity and how it affects their learning

Catering for Differences which may matter because of expected outcomes

- Age and stage of learning
- Ability in writing, reading and numeracy
- Motivation for learning
- Ability to concentrate
- Behaviour and attitude
- Self confidence and self esteem
Differences which may matter because of the given task.

- Children's interest
- Ability to work independently
- Physical limitations
- Implications of EAL
- Able learners
- Implications of Special Educational Needs

Differences which may matter due to teacher input

- Knowledge of subject matter
- Teaching style and method
- Number and type of instructions given
- Quality of questioning.
- Resources used
- Stimulating input

Planning

In order to plan effectively for differentiation it is important to continually assess every child. Use of our school tracking systems (kept in red data files) and the previous teacher’s own assessments along with their knowledge of the children is very important.

Finding out children's existing knowledge and understanding in topic work through:

- Mind maps at the beginning of every new topic
- Discussions
- Samples of work

Planning may need to be further differentiated for:

- Children on the Special Needs register who have Individual Education Plans, identifying individual learning objectives and success criteria.
- Children on the Gifted and Talented register who may excel in certain areas of the curriculum.
- Children who have EAL and may not be able to fully access the curriculum.

As children develop they are responsible for setting their own next steps of learning and targets in conjunction with the class teacher.

Classroom Support

In order to facilitate differentiation teaching assistants, support teachers and parents are a valuable resource. This support is efficiently utilised by class teachers through specific planning of sessions and intervention groups.

Learning Objectives
Learning readiness is the first requisite in the process of successful learning. A firm foundation within a framework of multi-sensory experiences is necessary for sound learning to take place.

Direct teaching lays the foundation for subsequent discovery and accumulative learning. There must be:

- application
- generalisation
- multi-sensory approaches
- a meaningful context

Open-ended tasks and problem solving activities need appropriate questioning and group of class feedback. Different children learn different things from the same activity.

**Successful Differentiation**

Differentiation is achieved by adopting a flexible approach to the grouping of children. It must reflect subject matter, teaching strategies, learning intentions, resources, abilities and personalities of the children which all influence the desired outcome.

**Responsibilities and Review**

All teaching staff have responsibility for implementing all aspects of this policy. The Senior Leadership Team and subject leaders have the role of monitoring teachers’ differentiation arrangements by visiting classes, looking at planning documentation and discussing / targeting pupil progress.

Staff review of policy will be undertaken annually.