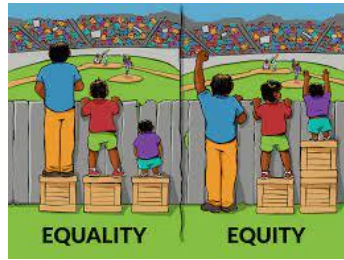


Understanding What Differentiation can look like

Excellence as standard in the classroom

- Some students need significantly more adaptation than others to be able to have an equity of learning. This is different to ensuring that all students have equal access to learning.



- This equity does not have to be resource driven, but should start at the planning stage, whereby you plan for progress of all students at different depths. (The Higher Attainers will be learning at much greater depth than those with significant cognitive barriers.)

Before teaching (Things to consider)

- What elements of the components of learning, should the student have an understanding of to be able to answer the BQ in its simplest and most complex form.
- What progressions of depth can I add to the learning to provide the best possible stretch and challenge at the lowest and highest end.
- Have I checked the progress and understanding of my highest and lowest attainers from the previous component of learning.
- What is the base vocabulary needed and what challenge vocabulary is needed?
- Do I understand the strategies on the SEN profiles to help successful learning with the most complex students in my class SEN profiles?
- What questions have I planned to support and reaffirm with eth lowest attainers and challenge for the highest attainers.

During teaching (Things to consider)

- Can I be flexible with the way the students are grouped, moving students to work with particular students when needed (coaching tables where possible)?
- Check in first with lowest attainers and get them to repeat task instructions back to you.
- Check back in with these students within 5 minutes and see if they require further scaffolding or modelling.
- For highest attainers set expectations of where they start with the work and what their expected target point to reach is.
- Live mark being explicit with feedback for highest and lowest.
- Use of praise for small steps made with knowledge and skills.
- Use TA to support the progress of the class whilst you work with those students requiring specific input.

After teaching (Things to consider)

- Specifically planned questions for CFU aimed at each appropriate level.
- What has live marking told me, and which parts of learning remain insecure?
- Have I made good progress through the activities planned, and did they give the right amount of challenge?
- Who has been absent and what work do I need to direct them to do to cover any gaps in knowledge?
- How am I going to amend my plans going forward accordingly?