

BURLAIS PRIMARY SCHOOL

POLICY FOR DIFFERENTIATION OF WORK

INTRODUCTION

As in all schools it is inevitable that within all classes there will be pupils who have a range of abilities both socially and academically. To ensure that the various needs of all pupils are met, and that each pupil receives the most appropriate level of educational provision, it is essential that planned work is differentiated to meet individual needs.

At Burlais Primary School differentiation is defined as providing learning opportunities for all children which support engage and challenge appropriately according to their differing abilities.

Why differentiate?

- To encourage a positive approach to learning
- To cater for individual abilities and interests
- To ensure all pupils can fully access the curriculum
- To raise pupil achievement and success
- To enhance individual capabilities, strengths and interests
- To make assessment procedures more effective
- To make learning and teaching more effective
- To ensure that pupils progress at a pace appropriate to them
- To meet specific learning needs
- To ensure a more effective use of resources
- To better motivate pupils and reduce behavioural problems

What would you expect to see in a classroom where there is effective differentiation?

- A learning environment that supports and fosters independence
- All pupils engaged in learning activities
- Pupils working in a variety of different ways
- Classroom organisation appropriate to the lesson
- All pupils well motivated to learn
- Pupils focused and on task
- Pupils being supported/challenged as appropriate
- Pupils presenting their outcomes in a variety of ways
- A variety of assessment techniques being used
- Collaborative learning

- Appropriate texts and guides being used
- A range of resources
- Effective deployment of learning support staff

What can be done to facilitate differentiation?

- Providing an appropriate learning environment where space is maximised and classroom displays enhance learning
- Effective use of teaching assistants, parents and students to support learning
- Effective record keeping and individual target setting
- Effective use of AfL strategies to inform planning
- Effective planning for differentiation and time for reflection and evaluation
- Effective use of ICT to support learning
- Classroom materials and tools readily available
- Text resources representing a variety of reading levels
- Providing a variety of tasks which take into account individual learning styles
- Extension tasks and challenges
- A sound knowledge of pupils' prior learning and experiences
- Flexible deadlines for the completion of work

What results can we expect from effective differentiation?

- Interested well motivated pupils
- Pupils working productively and on task
- Pupils showing greater independence and co-operation
- Pupils showing awareness of their own progression and developing the ability to self assess and self evaluate
- Effective learning and teaching
- Raised levels of attainment and achievement
- Raised levels of perceived learning capability

This policy should be read in conjunction with the following policy documents:-

- Learning and Teaching Policy
- Assessment Policy
- SEN Policy
- Policy for More Able and Talented Pupils
- Planning Policy
- Strategic Equality Plan

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