

# Caedmon College Whitby



## Differentiation Policy

### College Governance Status

This policy was created in May 2014 and adopted by Governors on 16 June 2014. It will be reviewed every three years, or sooner if required in the light of new guidance or legislation.

Review dates	By Whom	Approval date
April 2017	Staff and Governors	28.9.17
September 2020		

Signed by the Chair of Governors:

A handwritten signature in blue ink, appearing to read 'Pen Cruz', is written over a horizontal line.

## Caedmon College Whitby Policy Document - Differentiation

Differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned to cater for the learning needs of the individual student. To provide for this basic entitlement, students in the same group must have learning opportunities matched to their particular needs and teaching must take into account the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. 'Mixed ability teaching implies that all abilities must be catered for when planning a lesson'.

At Caedmon College Whitby differentiation supports all students and especially those with SEN. This policy must be read with the SEN Policy, Curriculum Policy and Equal Opportunities Policy.

### Whole College Aims

- Differentiation is an on-going process in which teachers plan for the progress of all students.
- To maximise individual student potential through the implementation of effective differentiated learning opportunities both in and out of the classroom through a wide range of interventions, strategies and resources developed by the classroom teacher, and the whole college.
- To promote differentiation as an on-going priority in teaching and learning within the clear framework for inclusion.
- To provide guidelines that will allow teachers to consider all aspects of differentiation when addressing their particular needs.
- To assist teachers in targeting priority areas and the setting of realistic, achievable progress targets.
- To provide guidelines for monitoring and evaluation in terms of current and future practice.
- To encourage teachers to examine a range of strategies for differentiation.
- To promote consideration of differentiation in terms of planning and organisation of courses and staff training.
- To develop the setting of individual attainment targets and planning for progress which are a driving force behind differentiation.

### Roles and Responsibilities

#### Head of Subject

- Has responsibility to ensure that subject policy in all areas reflects the full school aims in relation to differentiation.
- Will maintain a sophisticated response to changing teaching and learning styles, which embraces a continuum of differentiation.
- Will provide an accessible curriculum that recognises the learning needs of all students. This will be supported through carefully planned programmes of study and schemes of work that reflect differentiation.
  - which recognises a variety of teaching styles as well as knowledge of learning styles.
  - of tasks and activities to motivate and challenge student appropriate to their abilities.
  - that employs a variety of teaching resources appropriate to the range of abilities in a class.

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- that better matches task to student.
- in the development and renewing of learning resources, assessment materials and teaching tools.
- Will ensure that subject assessment, reporting and marking policies in relation to independent study, classwork and testing will reflect the whole school aims regarding the differences and the characteristics of the individual.
- Will coordinate an analysis of assessment data, in line with the College Tracking Data to help inform a subject and College strategy for raising achievement in response to performance.
- Will evaluate the effectiveness of programmes of study in relation to progress and learning needs.
- Ensure that the planned subject programmes of work will:
  - allow students to work at different levels
  - ensure that students maximise potential
  - take into account achievements, strengths and targets
- To promote the on-going assessment of need by taking into account student's attainments and prior knowledge through reports, assessments and observation.
- Will coordinate the identification of subject specific strategies that can be put into practice by teachers.
- Will promote the full College Policy on Differentiation (this policy) within their subject development Plan, College Handbook, schemes of work, timetabling, staffing and training.
- Will regularly reinforce and define the full college aims and objectives on differentiation for staff and students expressed in terms of what is to be achieved, and why and how it will be achieved.
- Will promote strategies, methodologies and task related differentiation within the subject that will help match needs to delivery and thus presenting meaningful and purposeful learning experiences for all students.
- Will develop the subject monitoring, evaluation and recording keeping processes in order to facilitate accurate teacher/student feedback and to arrange for support if necessary.
- Will promote the sharing of workload in terms of production of materials, development of resources and curriculum delivery.
- Will ensure the on-going development of appropriate resources/materials that will help make the curriculum accessible to all students.
- Will annually review the differentiation policy using the following model:
  - Subject audit to review and identify successes, strengths and needs.
  - Establish priorities which include clear long and short term aims.
  - State objectives and goals in relation to what has to be done, how, when and by whom.
  - Implementation and monitoring of progress and completion of targets.
  - Evaluation and review.

### **Teacher/Coach:**

The classroom teacher has direct responsibility for the levels of differentiation that are used in the classroom and good practice in the area of differentiation will require that teachers should:

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- Use a variety of learning environments that will support students in their access and progression towards independent learning which include whole class teaching, self-study, paired-work, individualised work and group-work (organised in ability, friendship, mixed ability, gender or interest groups) as appropriate to task.
- Support students in their progression towards independent learning by enabling them to use a range of resources with the emphasis on learning how to learn.
- Ensure that all students, including those with Special Educational Needs or those identified as More Able, have access to a curriculum pitched at their level of attainment.
- Recognise and demonstrate in lesson planning an understanding of individual differences and the variety of needs within a class.
- Provide a variety of tasks during lessons that will be matched to the abilities, aptitudes and interests of the students.
- Employ a variety of teaching styles that can be matched with a variety of different learning styles in the classroom.
- Provide varied feedback in marking, correcting and commenting on how work can be improved and developed.
- Develop the classroom management, layout and organisation to help foster effective learning.
- Encourage students to use areas where learning can take place – Learning Centre, study club etc.
- Provide different comments and advice to different students according to strengths, weaknesses and potential.
- Understand the current levels of attainment and the potential levels of attainment of the students in their class.
- Review student progress and target grades with the students.
- Ensure that tasks are designed to enable students to progress at their own pace but to ensure challenges.
- To assess student achievement and success and enhance individual capabilities, strengths and interests.
- To understand the different rates at which students work through flexible for the completion of work.

### SENCO

- To attend full College briefings and report back about children and outcomes with particular focus on differentiation and inclusive teaching practices.
- To work with the Heads of Subject to ensure that departmental and college policy is implemented within departments.
- To ensure Wave 1 information on differentiation is available on eportal.
- To become a resource for teachers on SEN, inclusion and differentiation and to guide teachers implementing the School's policies relating to SEN, inclusion and differentiation.
- To plan CPD to help raise awareness and standards of differentiation, special needs and inclusion.
- To regularly audit College provision for Special Needs and differentiation using termly SEND walkthroughs.
- To ensure that staff have access to an appropriate bank of resources necessary to support differentiation in subject lessons and enriching the classroom experience for all learners.

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- To provide ideas, strategies, feedback and support for teachers in differentiating the curriculum.
- To help assess the effectiveness and the impact of the College's differentiation policy in lessons.
- To help ensure that differentiation is an integral part of the College's improvement plan.
- To promote staff development in relation to SEN and differentiation.

### **Differentiation Strategies:**

It is important to note that differentiation does not mean 'different work' but instead refers to the wide variety of resources, teaching styles, classroom activities and support materials that can be used by teachers to help make the curriculum accessible and allow students to progress within their lessons.

### **Differentiation of Resources:**

- Use of alternative textbooks & worksheets with a different design and appropriate reading levels.
- Use of technologies such as graphic calculators, spell-checkers, tapes, Dictaphone, iPads, Netbooks, Chromebooks
- Use of study guides and different revision texts.
- Careful labelling and printing on different coloured paper to help students manage their classroom resources effectively.
- Modified photocopies (Enlarged, simplified, annotated, etc.)

### **Differentiation by Task:**

- Provide a variety of tasks that cover the main content area to cater for the variety of individuals in the class.
- Match the classroom tasks to the students' abilities, aptitudes and interests.
- Provide a range of tasks that allow choice.
- Design tasks so that they enable a variety of outputs.
- Plan for progress using differentiation.

### **Differentiation by Support:**

- Support from other adults (teaching assistants, SEN, LSA, Mentors and other teachers) and peer support from students.
- Individual support from the teacher.
- Celebration of achievement.
- Co-operative teaching.
- Small group tutoring.

### **Planning for Differentiation**

- Each individual has a unique combination of strengths and weaknesses and so the work of each will need to be responded to differently.
- Task objectives and assessment criteria must be made very clear.
- Provide learning maps, success factors and learning goals to allow students to reflect on their own learning.
- Use different student's work to demonstrate the different levels of response from a common task.
- Allow students to proceed through a course at his/her own speed but to provide challenge.