

# Differentiation

“If a child can’t learn the way we teach,  
maybe we need to teach the way they learn.”  
*Ignacio Estrada*

“Every student can learn. Just not on the  
same day or in the same way.”  
*George Evans*

## WHAT IS DIFFERENTIATION?

Differentiation involves the teacher asking themselves at every stage of the teaching process (planning, teaching and marking) ...

“What can I do and what can I facilitate that will help and encourage all pupils to make good progress, regardless of their starting point?”  
*Mike Gershon*

Differentiation is good teaching: *TS5 Adapt teaching to respond to the strengths and needs of all pupils- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively .*

Differentiation should:

- Be proactive- teachers should anticipate the learning needs of pupils and tailor their lessons to fit
- Use formative assessment accurately- assessment should happen throughout the teaching process
- Ensure that all pupils can access learning at an appropriate level

## HOW DO WE ACHIEVE IT?

Differentiation may be achieved by:

**OUTCOME-** plan a task that is open enough to be accessed at different levels

- Show examples of possible outcomes
- Set clear expectations of the outcomes that would be appropriate
- Ensure children know the levels they could reach and how to get there
- Challenge and support children to reach for their highest possible level

**TASK-** adapt the task or provide different tasks

- Encourage aspiration and effort by emphasising potential to improve by working on a particular task.

**RESOURCES-** differentiate by number, depth and type

- More complex and numerous resources can challenge higher attaining pupils, fewer and more accessible resources can ensure all achieve

**CHOICE-** children working on something they have chosen to do

- This leads to a greater sense of ownership and increased engagement and motivation but must be carefully planned for

• It could be a single task with a range of possible response, or multiple tasks to choose from

**COMMUNICATION-** varying your own communication with different groups of children

- Repeating instructions; simplifying language; use questioning to support pupils to find the answer themselves

**ADULT SUPPORT-**

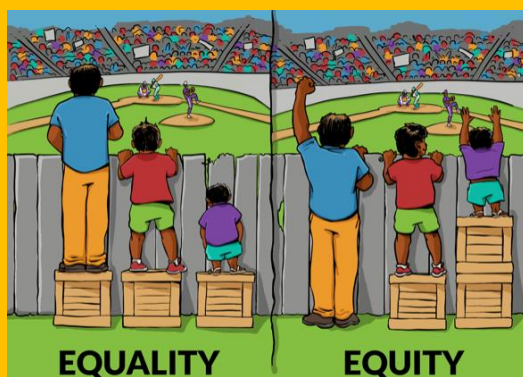
- Children of all abilities should require adult support at some stage of the learning process, not just lower-ability pupils.
- Adults should model appropriate language, methods and explain their reasoning clearly to all pupils

### Things to consider:

Is it fair for some children to get more support than others?

**YES!**

Equality means that every child in your class receives exactly the same...  
Equity is only achieved through differentiation of resources.



### TOP TIPS:

- Consider seating plans carefully- think about positive role models and peer support
- Use precise feedback to give praise and next steps
- Provide resources to support independence e.g. writing frames, word banks, sentence starters, multiplication squares, models of calculation strategies