

Lloyd Williamson Schools:

Differentiation Policy 2020-2021

Introduction:

At LWS, we believe that differentiation is the process by which curriculum objectives, teaching methods, assessment methods and learning activities are planned to cater for the learning needs of individual students. We aim for all students in each group to have learning opportunities matched to their learning needs, and teaching should take into account differences in abilities, strengths and ongoing areas for development. This should be reflected in flexible planning, careful assessment and the provision of a variety of approaches to teaching and learning.

Aims:

- To maintain differentiation as an ongoing process in which teachers plan for the interventions that will appropriately address the differences and the characteristics of the individuals in the class.
- 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.
- To promote differentiation as an ongoing and evolving priority in teaching and learning within the clear framework for inclusion.
- To provide guidelines for monitoring and evaluation in terms of current and future practice e.g. Star Assessments, reading assessments and ages, IXL
- To encourage teacher in whole school staff meetings and insets to explore a range of strategies for differentiation.
- To nurture the setting of individual attainment targets and statements of attainment which are a driving force behind differentiation e.g. IEPs
- To provide children in Year 9 and above with specific mentoring meetings and the joint production of individualised targets relating to careers/IGCSEs etc.
- To plan what is right for each child irrespective of chronological age e.g. IGCSEs may be sat early/late
- If necessary, with parental agreement to allow children to redo an academic year/join us in a different year group appropriate to child's needs and abilities.
- If necessary, particularly in the Upper School it may be necessary to support children and young people with significant SEND to have a parallel curriculum which has a greater emphasis on life skills, English and Maths.
- If necessary, the curriculum will be adapted to provide children with SEND more time with their LSA to be devoted to core subjects e.g. a child with Speech and Language delay may be taught by LSA during foreign language classes.

Role of Senior Leadership Team

- To annually review the effectiveness of this policy in ensuring high standards are maintained and student needs are fully met.
- To ensure that there is systematic good practice with regard to differentiation and which is employed consistently by all staff across the school.
- To ensure that the training needs of staff are met.

Whole School Aims:

- Regularly review how teachers respond to differentiation through regular observation of lessons with feedback
- Employ a system of moderation. This will include book check systems, lesson observations, planner checks, peer observations, learning walks...etc.
- 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 and of tasks and activities to motivate and challenge students appropriate to their abilities and employ a variety of teaching resources appropriate to the range of abilities in a class that better matches task to student in the development and renewing of learning resources, assessment materials & teaching tools.
- Evaluate the effectiveness of programmes of study in relation to progress and learning needs through GL Assessments, Star Assessments, IXL. (n.b due to Covid GL assessments and Star assessments not taken in Summer 2020).
- Regularly reinforce and define the full school aims and objectives on differentiation for staff and students
- Promote strategies, methodologies and task related differentiation within the department that will help match needs to delivery and thus presenting meaningful and purposeful learning experiences for all students.
- Ensure the ongoing development of appropriate resources/materials that will help make the curriculum accessible to all students.

Classroom Teacher

The class teacher is responsible for the progress and development of all students in their care and therefore the class teacher has direct responsibility for the levels of differentiation that are utilised in the classroom. Good practice in the area of differentiation will require that teachers should:

1. Ensure that expectations of all students (including those with SEN) are sufficiently high.
2. Make sure lessons are well planned to meet the needs of all learners.
3. Provide intervention at a suitable level when a child is identified as having SEN.
4. Plan activities that enable all students to achieve at their level.
5. Carefully track, assess and keep records of the progress of all learners (including SEND).

In addition, they should:

- Raise concerns regarding the progress of SEN students with the SENCO.
- Use assessment as a means to identify the unique learning needs of every individual in the class.
- Plan lessons which will engage, challenge and develop understanding.

- Provide students with diagnostic feedback and direction on what must be done to improve work (Next Steps).
- Plan to give all students access to learning as well as access to the curriculum.
- Ensure that teaching is relevant, well informed and purposeful.
- Use teacher questioning to reveal, clarify and extend students' thinking.
- Ensure that all students are engaged in their learning in every lesson.
- Engage students with a range of aptitudes and needs in order that all students will access learning.
- Regularly review students' progress and their development of learning skills.

Promoting Preparedness of the LSA

To promote the preparedness and ensure the most effective use of LSA time the class teacher will share their lesson plan with the LSA at the earliest opportunity in order that the LSA can understand and plan for what is expected of them. The class teacher must be clear regarding the role that the LSA will take in their lesson and lesson plans need to provide LSAs with detailed and clear information about tasks given to them. This can include (as appropriate):

- The objectives for the lesson, differentiated where appropriate to the needs of SEN students.
- The themes, topics and information to be taught.
- The facts and concepts that will be learned.
- The skills to be learned/applied/practised or extended.
- Pointers to strategies & techniques and links to other learning opportunities.
- Worksheets, key vocabulary and learning resources to be used in the lesson.

Teacher / LSA Collaboration

The class teacher will promote a culture of LSA / teacher collaboration that will embrace forward planning and lesson feedback. This will provide clear opportunities for the LSA and teacher to:

- Get regular feedback from LSAs and use this to help inform lesson planning.
- Provide opportunities to address queries from the LSA regarding topics, facts, concepts...etc.
- Monitor LSA understanding of tasks and the teachers' expectations of them.
- Ensure that the tasks set are well targeted, clearly defined and appropriately differentiated.
- Review from time to time whether the teaching approached used in the lesson were appropriate to the task.
- Monitor student outcomes and the effectiveness of lesson objectives.

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 by Support

Support from others is valuable therefore must be deployed effectively – Class Teachers, LSAs and peer support. Using able students to help less able students helps both groups simultaneously.

- Help students to understand and master their learning through higher learning thinking questions such as 'What if...', 'What next...' and 'What else...'.
- Allow students to practice their learning with graded examples of increasing difficulty.

Differentiation by Response/Outcome

- Avoid questions that require factual recall but instead use questions that require a greater variety of higher- order thinking skills such as 'Which...' questions for evaluation, 'How...' questions for synthesis and 'Why...' questions for analysis.
- Allow some students to expand or explore while others can describe or summarise.
- Allow students to produce outcomes by using different media, e.g. for a research activity allow students to choose their own response such as PowerPoint / presentation / display...etc.
- Teaching styles should accommodate the range of learning styles in the class through the balanced use of visual, kinaesthetic or auditory (VAK) activities/interventions.
- Students with dyslexia need a combination of opportunities (multi-sensory) to stimulate learning.
- Timing: - Don't grade students on volume of work but instead on their outcomes/responses.
- The key question here is not "How would I teach this?" but rather "How would students learn this?"
- Provide a combination of oral and written advice.
- Feedback should be specific, encouraging and developmental – it should provide understandable and useful next steps.
- Aiming different level questions at different level students and then using follow up questions to encourage elaboration.

Monitoring and Evaluation:

This policy will be evaluated annually by the Co-Principals.

Lesson observation and work sampling will be part of this process.

Inset (12.10.2020) and individual teacher feedback will be part of the monitoring.

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30.10.2020