



## Differentiation

**NO DUMBING DOWN: CHALLENGE  
BE A RESPONSIVE & ADAPTIVE TEACHER**

### Know your class

- ✓ Develop a class profile
- ✓ Have an annotated seating plan
- ✓ Keep yourself up-to-date about your students.
- ✓ Have relevant data at fingertips – FSM, EAL, PP, Ever6, SEN, estimates...
- ✓ Plan with students' capabilities in mind

### Differentiate by marking

- ✓ Time to respond to your comments: DIRT

### Differentiate by task & resource

- ✓ Set open tasks, that can be interpreted in a variety of ways
- ✓ Different parts of the task allocated to specific students
- ✓ Tasks get progressively more difficult
- ✓ Create different starting points
- ✓ Devise a different number of steps/stages to reach an end goal
- ✓ Different time constraints
- ✓ Different types of resources to support the task
- ✓ Different content
- ✓ Different tasks allocated to specific students

### Differentiate by outcome

- ✓ Set the bar high and support them to get as close as possible
- ✓ Differentiation achieved by students answering at their own levels of ability
- ✓ Students choose which level of challenge is most appropriate to them using targets
- ✓ Set individualised targets based on assessments

### Differentiate by support

- ✓ Similar resources pitched at different levels
- ✓ Use of other students – peer teaching, coaching, peer assessment, group work, study buddies, varying roles, class experts...
- ✓ Differentiate by dialogue – vocabulary used & expected, complexity of language, explanation, type of question, wait time
- ✓ Use checklists, toolkits, scaffolding, 'boxing up', modelling, sentence starters to support
- ✓ Planned partners, groupings and seating plans
- ✓ Use classroom displays to support learning

### Differentiate by choice

- ✓ Choice of how learning can be demonstrated
- ✓ Use of virtual teacher – multi-media stations
- ✓ Stuck strategies – resources, learning environment, peers
- ✓ Drop in sessions

### Differentiate by questioning

- ✓ Planned and targeted questions



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