

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
- ✓ 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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Know your class

students

an end goal

as possible

✓ Different content

✓ Develop a class profile

Ever6, SEN, estimates...

Differentiate by marking

√ Have an annotated seating plan

Differentiate by task & resource

✓ Keep yourself up-to-date about your students.

✓ Plan with students' capabilities in mind

√ Tasks get progressively more difficult

✓ Create different starting points

✓ Different time constraints

Differentiate by outcome

their own levels of ability

varying roles, class experts...

type of question, wait time

Differentiate by choice

environment, peers

Differentiate by questioning

✓ Planned and targeted questions

✓ Drop in sessions

Differentiate by support

appropriate to them using targets

✓ Time to respond to your comments: DIRT

√ Have relevant data at fingertips – FSM, EAL, PP.

✓ Set open tasks, that can be interpreted in a variety

✓ Devise a different number of steps/stages to reach

✓ Different types of resources to support the task

✓ Set the bar high and support them to get as close

✓ Differentiation achieved by students answering at

✓ Students choose which level of challenge is most

✓ Set individualised targets based on assessments

✓ Use of other students – peer teaching, coaching,

peer assessment, group work, study buddies,

✓ Differentiate by dialogue – vocabulary used &

expected, complexity of language, explanation,

✓ Use checklists, toolkits, scaffolding, 'boxing up',

✓ Planned partners, groupings and seating plans

modelling, sentence starters to support

✓ Use classroom displays to support learning

✓ Choice of how learning can be demonstrated

✓ Use of virtual teacher – multi-media stations

• • TLC

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√ Stuck strategies – resources, learning

✓ Similar resources pitched at different levels

✓ Different tasks allocated to specific students

✓ Different parts of the task allocated to specific

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