



**Definition/Rationale:**

'Success for all' is about delivering the curriculum in such a way that all pupils can achieve irrespective of their background or ability, in a manner that enables achievement by all. This is achieved by using Quality First Teaching in our classroom practice to meet the needs of our students. Consequently, our teaching should adapt as we recognise the needs of individual students. The most effective teachers are those who continually consider the ways in which they can differentiate their approach to empower, support and challenge those they teach. It is high-challenge learning objectives defined in detail with steps to success mapped out; scaffolding planned with guided practice leading to independent practice. It means looking at the variety of ways teachers support and scaffold students to reach ambitious goals over time (like a gardener tending their plants -one by one, not necessarily simultaneously). It is about *adapting teaching in a responsive way to meet the needs of students*.

Success for all extends beyond the classroom and therefore it is important that students have opportunities to succeed during co-curricular activities and that we celebrate their achievements outside of school.

**Underpinning Pedagogy:**

[What Is Differentiation All About?](#), [Differentiation: What Works And Why](#), [EEF Guide to the Pupil Premium](#) [EEF High quality teaching for students with SEND](#) [Adaptive Teaching for all](#)

**Success for all is:**

- Proactively planning/adapting lessons to meet the needs of different learners
- Designing tasks that enable students to move from being dependent on the teacher to independent learners
- High level questioning that challenges students to go beyond their current level of understanding
- Considering different approaches to giving feedback so that it has maximum impact
- Considering different approaches to assessment
- Using the 5 strands of QFT to adapt planning, teaching and learning

**Success for all is not:**

- About individual instruction. Although there will be times that individual instruction happens in the classroom, it is not the goal of a differentiated classroom
- Always creating multiple versions of the same task
- Making the faster learners complete more tasks than other students
- About sharing must, should, could lesson objectives
- About creating an unmanageable workload for teachers

**What evidence of 'Differentiation' might we see in a lesson or in student books?**

- Verbal / written questions being adapted for individual students
- Carefully planned group work that enables students to collaborate and support each other
- Students acting upon the feedback they are given and making progress over time
- Lessons are planned to ensure all groups of learners are challenged
- Tasks are sequenced/scaffolded to help students reach ambitious learning objectives
- Explicit instruction / clear explanations

**How do we monitor this?**

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| <ul style="list-style-type: none"><li>• Students' outcomes over time</li><li>• Learning Dives</li><li>• Work Sampling</li><li>• Student feedback</li></ul> | <ul style="list-style-type: none"><li>• Listen to student responses to questioning</li><li>• Reviews of the scheme of work</li><li>• Internal tracking data</li></ul> |
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**Suggested classroom activities:**

- Use some students as experts that can be quizzed by other students.
- Targeted literacy support for students that may struggle to access a task.
- Target questions at an appropriate level for each child.
- Use a homework menu to support challenge and independence.