Definition/Rationale:

At its heart, differentiation is about delivering the curriculum in a way that makes sense to all pupils irrespective of background, starting point and need, and in a manner that enables every pupil to achieve. However, students don't need every aspect of their learning slightly differentiated; they just need us to know, recognise and respond to the slightly different ways in which they learn.

Good differentiation is this: common 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 interesting 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.*

Underpinning Pedagogy:

Differentiation - Matt Bromley, The ultimate guide to differentiation – Sue Cowley, What Is Differentiation All About?, Differentiation: What Works And Why

Differentiation is:
- Proactively adapting lessons to meet the needs of different learners.
- Designing tasks that enable students to move from being dependent on the teacher to independent.
- High level questioning that challenges students at their level.

Differentiation is not:
- 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 un manageable workload for teachers.

What evidence of 'Differentiation' might we see in a lesson or in student books?
- Questions being adapted for individual students.
- Carefully planned group work that has factored in the needs of each student.
- Different depth of answer in students' books.
- Students being used to support each other.
- Some students working at a greater level of independence.

How do we monitor this?
- Students' outcomes over time
- Learning Dives
- Work Sampling
- Student interviews

- Listen to student responses to questioning
- Reviews of the scheme of work
- Internal tracking data

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.
- Use Blooms Taxonomy to target questions at an appropriate level for each child.
- Use a homework menu support challenge and independence.