

# Differentiation



## WHY DO WE NEED TO DIFFERENTIATE?

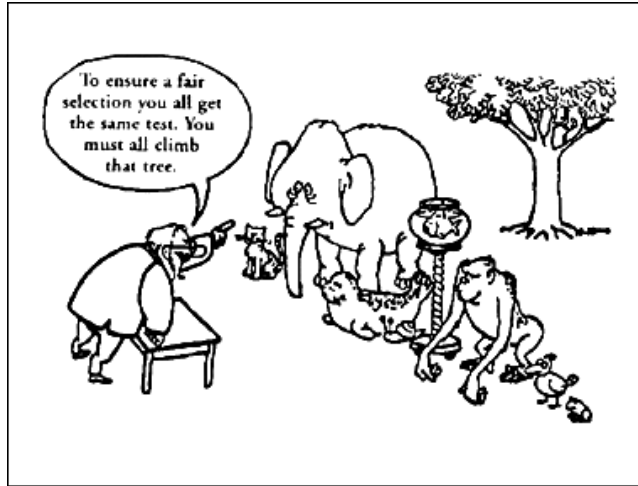


Differentiation demonstrates a teacher's knowledge of pupils as individual learners.

Differentiation enables pupils to access the learning.

Differentiation demonstrates that the learning is matched to the needs, interests & abilities of the different pupils.

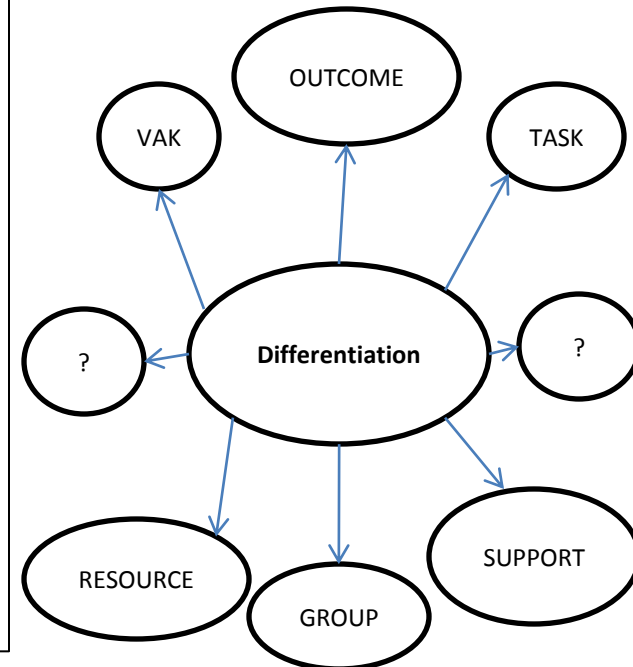
"Differentiation is the process whereby teachers meet the need for progress through the curriculum by selecting appropriate teaching methods to match an individual child's learning strategies, within a group situation".  
Visse 1993



*Differentiated learning helps pupils understand and apply both content and process in their learning. It also helps to create choices for pupils which connect with improvements in focus and concentration.*

## QUICK TIPS -

- Provide images & key words as support.
  - Breakdown an activity into sub-sections.
- Provide 'thinking-time' before pupils can respond to a question.
  - Multiple-choice questions.
- Pupils respond in an alternative way to writing (Kinesthetic response).
  - G&T pupils lead in group activities.
  - Spider-diagram to deliver new information.
  - Spot-the-error / correct it!
  - TA support with reading elements.
- Background reading set as homework in previous lesson – so pupils not coming into a lesson 'cold'.
  - Peer support.



## Differentiation in Action.

Classroom management – pupils seated in learning groups-peer support, mixed ability groups or ability groups.

Different task depending upon ability –( allow pupils to choose or be discreet).

By resource – all pupils have the same stimulus but have a different writing frame/support sheet/sentence starters to help complete activities.

By outcome – pupils have same stimulus but complete different level of activity. Some pupils to complete an extended paragraph, others 10 key bullet points. Some pupils to highlight key points. Set an open-ended task.

By activity – same stimulus but then pupils complete a different type of activity to demonstrate their understanding.

By support – use of a Learning Mat use of TA (so pupils can access the lesson and not 'be stuck').



For differentiation to be successful you need to know your group.

Use the data to guide you?  
Who are the G&T pupils?  
Who is on the SEN register – why? How many pupils are currently working at a specific NC level/grade? Who is under-achieving – why? Who is on target – why? Who is over-achieving – why?



*Differentiation can be defined in many ways. The idea of taking your students to the same destination while using different modes of transport is one way of looking at the process (Nunley, 2007)*



### Higher Order Thinking Skills

Evaluation

Synthesis

Analysis

Application

Comprehension

Knowledge

Lower Order Thinking Skills



Graduated tasks – questions start easy and then gradually become harder . Pupils have a set amount of time.

Pick N Mix – questions / activities put into sections – pupils have to complete a certain amount of questions from each section.

Questioning techniques – use Bloom's Taxonomy to stretch pupil understanding.

'Play to their strengths' - deliver same information but give pupils a choice of ways to demonstrate their understanding .

Extension activities – not just more of the same! These activities should be built into the lesson & are an integral part of the plan. How can pupils develop their understanding further?

VAK – meet the needs of the different learning styles, use a range of learning styles for pupils to develop their understanding.

Jayne Bevan