



**Hartsbourne Primary School**  
**Mission statement: Valuing Potential; Creating Opportunities**

**DIFFERENTIATION POLICY**

This policy to be read in conjunction with all curriculum policies and the Assessment Policy, Equal Opportunities Policy, Marking Policy, Teaching and Learning Policy, Racial Equality Policy, SEN Policy, AGT Policy

**POLICY REVIEW**

This policy has been agreed by staff and Governors and will be regularly reviewed.

<b>DATE OF POLICY:</b>	SEPTEMBER 2019	<b>DATE OF NEXT REVIEW:</b>	SEPTEMBER 2021
<b>MONITORED BY:</b>	SENIOR LEADERSHIP TEAM		

**VISION**

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

**RATIONALE**

At Hartsbourne Primary School we strongly believe that the key purpose of differentiation is to challenge and raise standards in learning by ensuring that an appropriate curriculum is accessible to all our children. We believe that differentiation is a process of integration and not exclusion. At the heart of personalisation and differentiation is an expectation of participation, fulfilment and success for all pupils, regardless of background and abilities.

Differentiation is the process by which curriculum objectives, teaching and learning activities and assessment methods are planned to cater for the learning needs of the individual pupil. To provide for this basic entitlement, pupils in the same group must have learning opportunities matched to their needs and teaching must consider the differences in learner characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. All abilities will be catered for when planning a lesson.

**AIMS AND OBJECTIVES**

At our school we differentiate work for different purposes and in order to:

- Raise standards of achievement by enabling all our children; despite background and ability, to have access to the learning objectives identified on our plans.
- To enhance the quality of teaching and learning, by enabling all children to demonstrate successfully, what they know, understand, and can do, so that the next steps can be clearly identified.
- To enhance the quality of teaching and learning by ensuring that children are given tasks which are commensurate with their level of attainment.
- Encourage future learning and develop positive attitudes by ensuring that all children achieve success and value their learning experiences.



## **TEACHING AND LEARNING**

Types of differentiation will include task modification, different resources and learning aids, pupil outcomes, adult support, peer support, use of appropriate technology.

Differentiation requires careful planning and central to this planning is the need to identify clearly our objectives for individuals and groups within our classes. Teachers will plan challenging lessons with appropriate scaffolding for those who might not embed the learning first time round.

Children will also be given opportunities to share their interests and what they would like to learn, as well as show what they can do first, before the teacher plans a series of lessons. This might involve the use of 'big questions', mind-maps and spider-grams before starting a topic or area of learning.

As children progress at different rates and to various extents, then school policies, teaching programmes and schemes of work will consider the need for differentiated learning opportunities. Central to our planning is the need to clearly define:-

- The learning task and its relevance
- Outcomes which would indicate successful learning
- Skills, knowledge and understanding needed to acquire this learning

In the main teachers will use a combined approach of whole class teaching, group work and individual attention. Within this structure several methods of differentiation are employed, often simultaneously. These may be divided into 4 main categories:-

- By task – includes level of difficulty of the task set
- By outcome – the same task but different anticipated results
- By differentiated access to resources; concrete and sensory, including a quiet space/workstation out of eye-contact with other children.
- By differentiated access to in-class support from adults.

At Hartsbourne, we believe that no one strategy is correct for any child for the whole time. The appropriateness of any grouping depends upon the task set; the child's learning needs; the adults available and the space available. Accordingly we will plan to employ a range of different groups at different times to include:- whole class teaching, small group work, paired/shared work, pupil/teacher partnerships, resource-led learning and individual work.

## **ROLES AND RESPONSIBILITIES**

### **The classroom teacher will:**

- Take direct responsibility for the levels of differentiation that are used in the classroom.
- Develop classroom management, layout and organisation to help foster effective learning.
- Use the learning environment to support pupils in their access and progression towards independence.
- Seek feedback from Teaching Assistants and other adults who work with pupils to identify next steps and inform their planning.
- Use whole class teaching, self-study, paired-work, individualised work and group-work (organised in ability, friendship, mixed ability, gender or interest groups) as appropriate to the task.
- Support pupils in their progression towards independent learning by enabling them to use a range of resources with the emphasis on learning how to learn and mastery-aligned teaching strategies.



- Ensure that all pupils, including those with Special Educational Needs or those identified as Able, Gifted and Talented, have access to a curriculum pitched at their level of attainment.
- Employ a variety of teaching styles that can be matched with a variety of different learning styles in the classroom.
- Provide feedback as identified in our Assessment and Marking Policies.

## **RESOURCES**

We will continue to assess all materials, books and work sheets used with our pupils with differentiation in mind. Teachers will consider factors such as layout, number of new concepts on one page/sheet and methods of explanations. A range of materials will be used to enable all children to gather information from a variety of formats.

We will endeavour to make use of all additional professional help available to us eg SENCo, subject leaders, Teaching Assistants, CPD, INSET and external training.

Resources should:

- Have an appropriate readability level and be easily understood. This may require the use of edited texts, different sized fonts, symbols and pictorial clues for pupils.
- Be well designed and easy to use, including any concrete, physical or sensory resources necessary.
- Be kept in well-managed, safe storage/retrieval systems.
- Both support and encourage pupils towards independent learning without judgement or pressure.

## **EVALUATION AND MONITORING**

This policy will be reviewed regularly by teaching staff. Records of monitoring outcomes and recorded work will evaluate the opportunities for differentiation to ensure that:

- Differentiation is being used to ensure that all our children receive their full curriculum entitlement.
- Strategies for differentiation are selected by fitness for purpose, after careful consideration of the needs, abilities and aptitudes of individuals/groups.
- Differentiation assists assessment by enabling all our children to show what they can achieve and this information feeds directly into future planning.

## **SENIOR LEADERSHIP TEAM**