

Aim of the Policy

The implementation of a whole school differentiation policy means that teachers aim to provide optimum learning opportunities for each and every child in a class irrespective of their ability. Students should never be allowed to consistently fail, but nor should they find their work consistently easy. All pupils should have access to a broad and balanced curriculum.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

Outcomes of Successful Differentiation

Students should:

- Take responsibility for their own work.
- Be able to persevere despite setbacks.
- Be able to think for themselves and be confident enough to express their own views.
- Be encouraged to evaluate their own progress, identifying their own strengths and weaknesses, and recognise the importance of setting learning targets.
- Be challenged and extend their learning in each lesson.

Teachers should:

- Adapt teaching to respond to the strengths and needs of all pupils; have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
- Set high expectations for every pupil, whatever their prior attainment.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to address potential areas of difficulty and to remove barriers to pupil achievement.
- Provide lessons which are well organised and include target setting for both the group and individual students in the group. This could take the form of:
 - a) Tasks and work that all students in the group must cover.
 - b) Tasks and work that most students in the group should cover.
 - c) Tasks and work that some students in the group could cover.
- Whenever possible set tasks that take into account the previous experiences and achievements of the students.

Some ways of achieving successful differentiation

- In lessons where a common task is set for the whole group and differentiation is to be achieved by outcome, opportunities will be sought during the lesson to extend/support individual students.
- When group work is being undertaken with a class, thought will be given to the composition of the group (friendship groups, mixed ability groups etc.).
- Using well-structured departmental policies (e.g. marking and assessment, recording and reporting policies) will help teachers to identify the suitability of work for individual students.
- Teachers will be aware of the complexity of language and level of numeracy they are using, particularly when giving instructions to classes and when preparing worksheets.
- Where appropriate, homework will be differentiated.

Departmental handbooks should contain a section indicating how this policy is applied in individual departments.

Related policies and documents

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Keeping Children Safe in Education
- Special Educational Needs and Disability Policy
- Complaints Policy (Parents)
- Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: June 2018

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NEXT REVIEW: June 2019