

# DIFFERENTIATION IN TEACHING AND LEARNING



Activities matched according to an individual learner's ability, giving less able learners access to a subject area, and stretching more able learners at the same time.

There are four key elements here:

## Planning

- Clear learning objectives, shared with learners.
- Need to plan achievable steps.
- Schemes of work that have a full range of structured and open-ended tasks.
- Model of core activities, with a range of reinforcement and extension activities (All Must; Most Should; Some Could)
- Schemes of work with clear progression.
- Assessment integral part of the learning.
- Activities which lead clearly to the outcome.

## Teaching

- Using a range of teaching and learning styles.
- Clear instructions, explanations & expectations.
- Awareness of the unique abilities of each learner.
- Importance of pacing and balance.
- Flexibility of approach.
- Encouraging a supportive classroom atmosphere.
- Opportunities for participation by all learners.

## Learner Needs

- Able to talk with teachers & each other about learning.
- Sufficient repetition to consolidate learning.
- Varied activities to match attention span.
- Learner reviews to demonstrate and assess progress.
- Positive marking that points to improvement.
- Able to work without continual reference to the teacher.
- Process that enables learners to understand future needs.

## Resources

- Clearly designed, uncluttered materials.
- Use of appropriate texts.
- Materials free of gender/ethnic bias.
- Displays that encourage learning & reflect high expectation.
- Variety of resources for different types of learner.
- Accessible to those working at different paces.