



Differentiation and Equal Opportunities

OUR DIFFERENTIATION STATEMENT

"No two children are alike.

An enriched environment for one is not necessarily enriched for another."

We see differentiation as the primary way for ensuring inclusive education and equality of opportunity for all children.

At The Oxford School, we strongly believe that each child as an individual with differing needs, abilities and expectations, which we endeavor to put at the heart of our teaching and learning. It is our aim to make education an enjoyable, exciting and worthwhile experience for all our students, and to remove barriers to participation for all children, so as to progress confidently as 21st century learners.

It is important to note that differentiation does not mean "different work" but instead refers to innovative planning processes, teaching styles, classroom activities and support materials that can be used by teachers to help make the curriculum accessible and allow all students to progress within their lessons.

AIMS

- Maximize individual student potential, respecting individual differences among and between learners.
- Identify students who are talented and or gifted and provide appropriate stimulation and challenge to enable further development through the taught curriculum or extra-curricular or enrichment opportunities.
- Identify students who have experienced or will experience some degree of learning difficulties and provide appropriate support.
- Adopt appropriate planning that incorporates a variety of teaching-learning strategies so that students have multiple options for taking in information, making sense of ideas, and expressing what they learn.



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We strive to achieve differentiation by:

- planning thoroughly to provide opportunities for all students to demonstrate what they know, understand and can do implement their learning.
- Encouraging students to think critically and progress the learning in a higher order by reviewing lesson as per the outcomes in the plenary.
- using a repertoire of teaching strategies with flexible use of teaching materials and resources to match children's needs.
- involving the children in the planning of some aspects of their work so as to engage them in the learning process.
- by guiding children to gain knowledge on how they learn best and what influences their learning.
- provide opportunities for the development of independent learning skills.
- allowing all students to progress at an appropriately challenging pace.
- allowing all students to experience achievement and success.
- embracing 'Assessment for Learning' to tailor the curriculum to the individual to as great an extent as possible; diagnose needs and group students for learning.
- working in close partnership with parents and carers in monitoring and reviewing individual education plans to support the needs of SEN students
- continually monitoring the curriculum, setting targets and evaluating our performance

STRATEGIES FOR DIFFERENTIATION

A variety of teaching-learning strategies are operated within each classroom, depending on fitness for purpose. These include:

Ways of teaching – *organisation, style and methods*

- take account of students' differences while planning with a variety of tasks that match students' abilities, aptitudes and interests.
- vary ways of giving information /tasks with a range that allow choice and a variety of output.
- ensure learning readiness through learning objectives with clarity of learning outcomes /success criteria.
- vary tasks, using appropriate resources/ ICT and active learning as appropriate.
- employ multi-sensory approaches and quality questioning to stimulate all learning styles and aptitudes.
- allow for difference in terms of pace of learning to suit need or ability.
- AfL-integrate ongoing and meaningful assessments with instruction.



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- *differentiation by support*: from TA /other adults and peer support from students through extension/supplementary tasks
- effectively organise the classroom resources and layout to support or extend learning.
- celebrate student achievements.

Ways in which children work- *communication and collaboration*

- learning in mixed/matched ability groups, whole class/small group/peer work, class/group discussion and independent work.
- applying knowledge and skills acquired
- engage in open-ended tasks and problem solving activities, practical work, personal research, extended and enrichment opportunities
- collaborate and communicate to achieve personal/group targets
- experience leadership and responsibility

Ways in which children exhibit learning-*outcomes of successful differentiation*

- 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.
- develop a range of methods of inquiry
- acquire creative and critical thinking skills
- develop an enterprising attitude
- ripen communication & collaboration (articulation, evaluation, negotiation skills)
- take pride in one's own capabilities

MONITORING AND EVALUATION

School Personnel

- Heads of Department /Subject Coordinators will ensure that the guidelines for differentiation are followed.
- Heads of Department/ Subject Coordinators ensure that lesson planning responds to individual student differences (such as learning styles, prior knowledge, interest and level of engagement).



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- Heads of Department/ Subject Coordinators ensure that SEN (academically challenged as well as the Gifted & Talented) information is used when planning and differentiating work.
- Individual teachers will constantly evaluate the nature of the differentiated provision they provide to challenge each student and allow quality learning to take place.
- Heads of Department/ Subject Coordinators will facilitate time and opportunities at departmental meetings to compare reports on experiences and monitor achievement.
- SMT will monitor the curriculum provision/modifications and progress of SEN (academically challenged as well as the Gifted and Talented) students in liaison with the SENCO and teachers to ensure that intervention strategies are in place.
- Heads of Department/ Key Stage Coordinators will monitor the well-being of students and report concerns to SLT.
- SMT will monitor schemes of work to ensure that departments review and extend differentiated provision on an annual basis.
- Individual teachers, HODs and SMT will use the annual analysis of assessment results to monitor and evaluate the impact of differentiated provision measured against internal and external benchmarks.
- SMT will work with staff to identify and provide professional development opportunities that builds on strengths or areas of development.
- All staff will promote a culture that strives towards excellence in learning, high self-esteem and good student-staff relationships.

Parents/Carers

Parents/carers are encouraged to take an active involvement in their children's learning by:

- taking an active interest in their individual learning targets
- supporting and monitoring student learning at home
- liaising with school to discuss progress or difficulties

This Policy is reviewed by the Senior Management Team. It will be next reviewed in August 2019.



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