

Differentiation Policy

Rationale

Differentiation within ProEd Global School recognises the diverse learning needs and abilities of students. It aims to create an inclusive environment where every student can access the curriculum according to their individual strengths and preferences.

This policy acknowledges the importance of addressing varying learning styles, abilities, and needs among students, ensuring an equitable learning experience for all. A curriculum that is differentiated for every student will help build on past achievements, present challenges to allow for further achievements, provide opportunities for success and remove barriers to participation.

Purpose

The purpose of this Differentiation Policy is to:

1. Ensure that all students, regardless of their abilities, learning styles, or backgrounds, have access to the curriculum and are provided with appropriate support and challenges.
2. Tailor teaching methods and tasks to suit individual student needs, fostering a sense of confidence and achievement in their learning journey.
3. Uphold the principles of inclusivity and statutory guidance for special educational needs and disabilities, ensuring diverse needs are met with appropriate support.

Guidelines

1. Differentiation Overview

Differentiation refers to adapting teaching methods, tasks, and resources to accommodate varying student abilities, learning styles, and needs within a classroom setting. It involves five distinct forms:

- By task – where students of differing abilities and/or learning styles are given tailored activities to enable them to achieve the learning objectives to the best of their abilities.
- By outcome – where all students are given the same, open-ended tasks to complete allowing for student response at different levels and timeframes.
- By support – where more support is given to some students than others. It should not be assumed that more support will necessarily be given to one particular student demographic. For example, in some situations, those students with Special Educational Needs and Disability (SEND) may need personalised support, while other students may need additional help to reach the next level of understanding
- By choice – where more than one method or strategy may be deployed in order to achieve the same learning outcome and students are allowed to select the style/method that will work for them, and that they enjoy. This is most effectively used when accompanied by reflection on how each child learns best.
- By resource – where a different array of resources may be provided based on attainment and understanding, since some resources may be more or less suitable depending on literacy, speed of working, need for stretch and challenge, etc.

2. Implementation Strategies

Teachers at ProEd Global School are encouraged to:

- Acknowledge and respect diverse learning styles without restricting students' ability to learn in different ways.
- Employ a flexible teaching approach using diverse resources (audio, kinaesthetic, visual) to cater to individual learning preferences.

3. Addressing Gifted or Talented Students

To maintain engagement and motivation, challenging tasks and extended curriculum materials will be provided for gifted students in all lessons and homework assignments.

4. Learning Environment

Create a supportive and stimulating learning environment that fosters independence, acceptance, and complexity to encourage active engagement and risk-taking among students.

5. Good Teaching Practices

- Teachers strive to understand individual student needs and provide personalised attention during lessons, valuing student contributions and providing constructive feedback.
- Systematic assessment records are maintained to track individual student progress and understanding.

6. Support for Special Educational Needs and Disabilities

- Differentiation strategies must account for varying needs, providing tailored learning opportunities, resources, and support for students with disabilities or learning differences.
- ProEd Global School will collaborate with parents/guardians and Specialist Support Services to ensure appropriate assessments and personalised guidance for students requiring additional support.