## Differentiation

<table>
<thead>
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<th>Differentiation by:</th>
<th>Examples</th>
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| **Task**           | • Designing learning and teaching tasks for different abilities  
                    • Ensuring appropriate challenge is included  
                    • Designing learning and teaching which become progressively harder and more complex for the learner to engage with and complete |
| **Grouping**       | • Co-operative learning approaches and activities which encourage the participation of all learners in the learning activity  
                    • Small mixed group abilities  
                    • Peer support and learning |
| **Resources /Support** | • Consideration of developing and supporting the learner’s independent skills  
                               • Resource accessibility - consideration of resource design e.g. choice of formats diagrammatic, visuals, digital, audio and film  
                               • Providing a range of formats to record pupils' cognitive ability and evidence of learning  
                               • Readability levels within textbooks and resources  
                               • Provision of printed notes/resources or electronic files  
                               • Digital exams and teaching resources  
                               • Provision of key words/glossaries  
                               • Staff, family and peer support  
                               • Access to and use of IT – software and hardware e.g. text recognition software and portable devices such as tablets |
| **Pace**           | • Consideration of flexibility of teaching pace and time allowed for tasks and individual pupil requirements, supporting both able learners and those who require more time |
| **Outcome**        | • All students undertake the same task but a variety of results are expected and are acceptable |
| **Dialogue and support** | • Teacher facilitates problem solving using appropriate levels of language to engage with learners  
                                    • Use of targeted questions to produce a range of responses  
                                    • Verbal support and encouragement |
| **Assessment**     | • Ensuring appropriate support for all learners  
                                    • Summative assessment techniques  
                                    • Assessing learner’s knowledge and understanding through the learning experience |