



Differentiation policy:

What is differentiation?

Teachers should seek to meet the diverse needs of all Footsteps students. This is particularly important for students with SEN and SEND. Teachers are required to be proactive in adopting varied approaches to learning, teaching and assessment. Understanding the individual needs of students involves teachers working both flexibly and creatively through a range of strategies to help create and design environments that are conducive to learning and which allow all students to access the curriculum.

Teachers need to think about the impact that their learning, teaching, and assessment strategies have for all students, including those with SEN and SEND. An essential aspect of learning, teaching, and assessment is the need for all teachers to modify and adapt their teaching strategies to support SEN and SEND students completely.

Differentiation therefore requires teachers to recognise that:

- All learners are different and are capable of varying levels of achievement
- Every class is a mixed ability group of students
- Knowing each individual student well is essential to good differentiation.
- Students with SEN and SEND, like their peers, are all on a 'continuum of learning'. This fact makes formative assessment even more important as we cannot assume s will always be operating at the same level.

Personalisation:

Teachers must ensure that learning is organised to help enable the participation and progress of all learners. This includes the ways in which learning is experienced. Learning can then be beneficial and meaningful to a wide range of students.

Diversity:

Teachers must ensure that learning involves a diverse range of resources which can be accessed and appreciated by students of all backgrounds e.g whiteboards, projectors, online learning etc.

Inclusion:

Students must be able to access the whole of the curriculum, albeit in a staggered way. The laddering process is a possible way to stagger learning for students of different abilities.

Gifted and Talented:

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Students of all abilities need to be challenged. Teachers must ensure that there is evidence of higher ability work being set for gifted and talented students. This allows an inclusive learning environment. It is important that all students feel that they are being suitably challenged and that they are making progress.

What teachers are expected to do at Footsteps:

- There must be clear evidence of differentiation in lessons.
- This can come in many forms;
 - staggered learning
 - ladder process
 - using the success criteria – **Foundation**, **Secure** and **Mastery**.
 - fill in the gap sheets
 - mind maps
 - writing frames
 - sentence starters

Footsteps utilises the success criteria as the most successful form of differentiation. This is a clear and visible form of students being able to identify their strengths and areas of improvement.

For any form of differentiation to be successful for both the student and the teacher it is essential that teachers understand their students:

- **Focus groups**
- **Strengths**
- **Weaknesses**
- **Grouping**
- **Seating**
- **Best part of the lesson**
- **Understanding and incorporating ILP targets.**

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