Alloway Primary School
Differentiation Statement

Tomlinson (2014) conveys that differentiation is a teacher's proactive response according to pupil learning needs, interests, readiness.

Kormos and Smith (2012) highlight that effective differentiation can be achieved by considering four dimensions: materials, task, expectation and support.

Learners learn at different rates and in different ways, each bringing to the classroom different life experiences, knowledge and abilities, each requiring different levels of support and challenge. Alloway Primary School is a Gold Rights Respecting School and we believe in an inclusive learning environment, where every learner has the capacity and opportunity for success across the curriculum and beyond.

In different subject areas, learners may find learning easy or difficult; they might experience confidence or anxiety.

Differentiation is the process by which teachers identify and respond to how learners learn and experience levels of difficulty in a lesson. The varying needs of individual learners are accounted for in order to achieve an outcome.

Important factors around differentiation in our lessons are:
- **starting points and destinations** - identify key concepts, skills and content; we are certain of the steps required in between and which learners might require challenge or support at those steps
- **support** – ensure all learners know what scaffolding, prompts or resources work best for them; where appropriate, use peers to support other learners; foster independence and resilience
- **challenge** – ensure all learners feel challenged appropriately; all learners should be thinking; expectations of achievement and success remains high for all learners; providing "overlearning" or enrichment opportunities can push learners beyond the common core
- **pace** – appropriately paced teaching helps ensure learners are engaged and thinking throughout
- **mindsets** – at any point any learner can be stuck but it is important not to stay stuck; ensure learners know where to access help and how to use it; learners have

opportunities to reflect on learning; we aim to build resilience and develop learners as Confident Individuals with a growth mindset

Differentiation is easier when you ask yourself 4 questions:
- What do my pupils need?
- How do I know?
- What will I do to meet their needs?
- How do I know if what I'm doing is working?

Effective differentiation leads to;
- Better focus and engagement
- Improved attainment
- Improved enjoyment
- Appropriate support
- Pace and challenge
- Better peer and teacher relationships
- More harmonious classroom environment

DIFFERNTIATION TECHNIQUES

Ensure learners understand any techniques being used.
- know your learners
- check previous knowledge and understanding
- collaborative learning and/or think, pair, share
- learner choice within a task
- learner choice of task
- learner choice of product to demonstrate skills, knowledge and understanding
- learner choice of level of task, e.g. chilli challenges
- use digital technologies
- working with individuals, pairs or groups to support or challenge
- open-ended questioning (verbal or written)
- ongoing assessment, including AifL techniques (see list) and adapt teaching to the results
- personalise support materials, e.g. table squares, word mats
- varying the type of task
- tools such as "How challenged are you feeling?" (see Appendix 2)
- scaffolding round the room, e.g. mnemonics, writing prompts to avoid cognitive overload
- layout of environment
- focus on skills
- learning grids: use of dice grids to select tasks, give information or demonstrate learning (see Appendix 3)
- opportunities for practice and application of skills in real-life or new contexts

- opportunities for critical thinking and/or problem-solving
- explain your learning/be the teacher (peer teaching)/try three before me/ Brain, Book, Buddy, Boss (teacher)
- giving personalised feedback
- "teacher-learner meetings/interviews"
- STINT paperwork and targets
- reflecting on learning
- gather parent/carer feedback
- gather learner feedback on lessons
- learners create their own questions or problems
- learner use of Bloom's vocabulary in statements about own learning
- use of visual organisers, e.g. spider charts, cause and effect bridging diagram, X charts, priority grids
- free study or research within a context
- mix ability groups
- vary teacher assessment styles
- vary amount or type of structure in lesson
- vary timings and number of steps required
- revisit learning and practise
- encourage self-reliance, self-direction
- metaphors for learning, e.g. The Learning Pit
- provide modelled examples
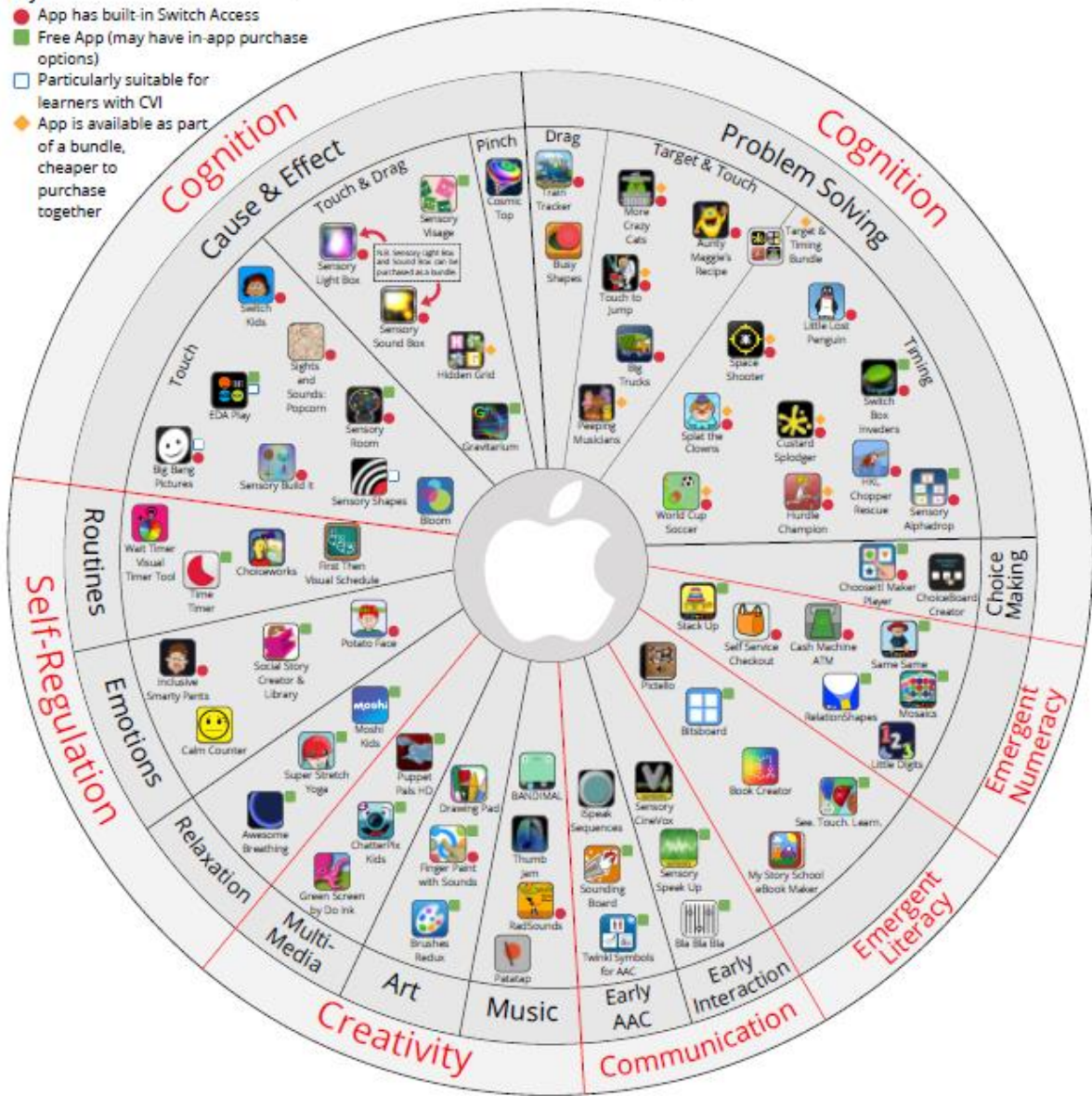- "teach backwards" – be sure of the desired outcome
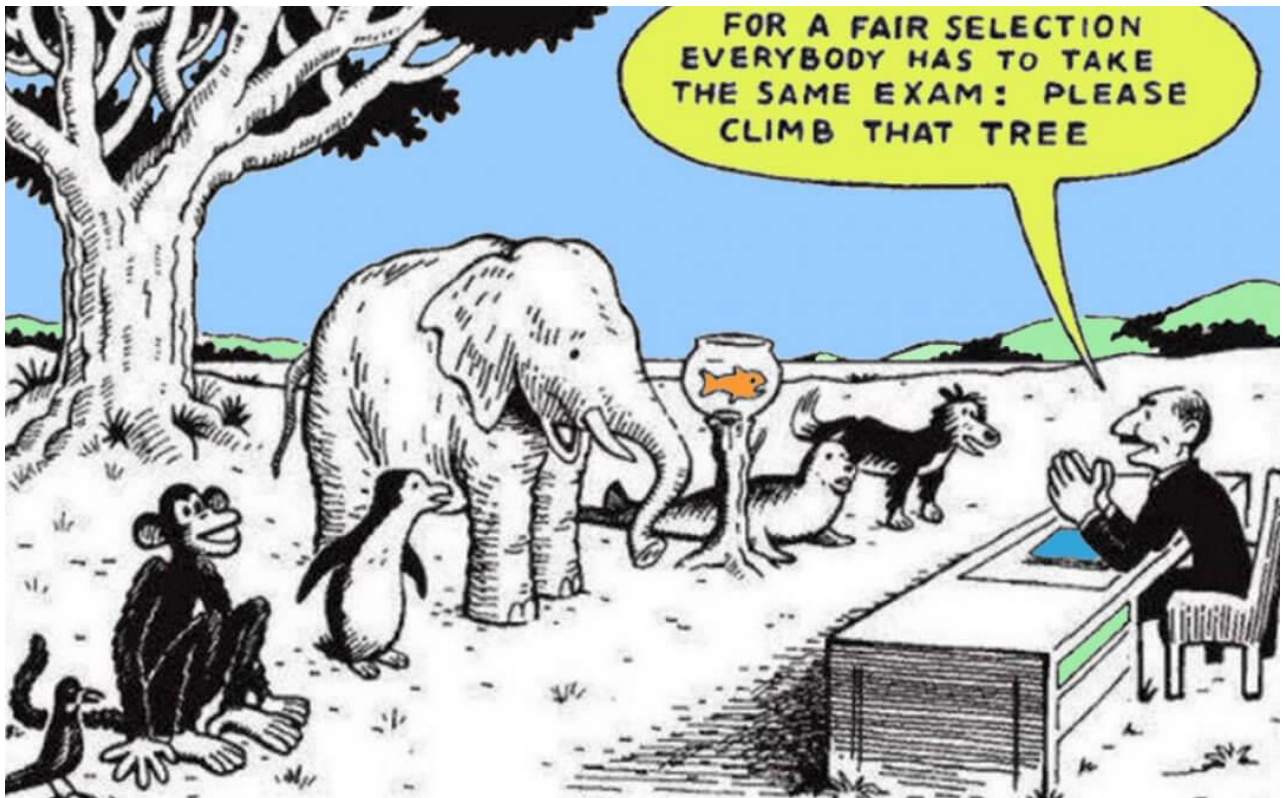
iPad Apps for Learners with Complex Additional Support Needs

Inclusive Learning Resources

INCLUSIVE Learning Resources

Books for All
Accessible Formats
Assistive Technology
Digital Learning Resources
independent confident
successful attainment

Are your learning resources accessible to all learners?

Scottish Government Recommendation on Access to Learning Resources

Why and How:

Recommendation
Learning resources (e.g. textbooks, reading books, teacher - generated materials, assessments, homework) can be provided in a format that learners can access, such as Digital, Audio, Large Print, on Coloured paper, Braille, etc.
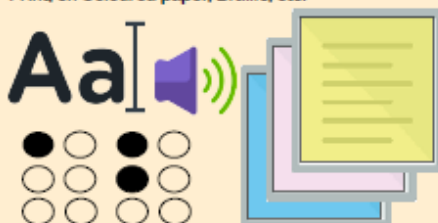
Why?
So that learners with print disabilities (e.g. dyslexia, visual impairment, physical disability, learning difficulties) who have difficulty with paper-based resources, can access the curriculum independently.

Provision of accessible books and learning resources is regarded as a reasonable adjustment under the Equality Act.

How?
Schools can download textbooks in accessible formats for free from:

- Books for All Scotland Database: www.booksforall.org.uk
- RNIB Bookshare: www.load2learn.org
- The Seeing Ear: www.seeingear.org

Schools and local authority policies and procedures should ensure that learning resources are available in accessible formats.

Recommendation
Online learning resources and online assessments can be adapted so that they do not disadvantage disabled pupils.

Why?
Increasingly, schools are making use of online digital learning resources. All learners, including those with ASN must have access to these learning materials.

How?
The Equality Act requires on-line learning resources to be accessible, but sometimes, learners will require adjustments to Control Panels or installation of specialist software or hardware, such as computer reader software. Online resources should be designed so that they can be converted into other appropriate formats – such as coloured paper - if required by learners with disabilities.

Recommendation
Learners can transfer work to and from school and home using e.g. file sharing on the Intranet or Internet, or on a memory stick.

Why?
Learners who use technology to read curriculum resources and write or generate classwork need a means to transfer files to and from their device(s).

How?
Schools can make use of file sharing mechanisms such as Glow, Edmodo, Showbie, Google Drive etc so that teachers and learners can transfer resources and materials.

Recommendation
Learners who use ICT for writing and recording can print their work.

Why?
Learners with ASN who rely on technology to access the curriculum should be able to print out their work quickly and easily.
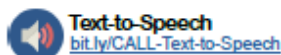
How?
Sometimes printing facilities in school(s) are centralised and not readily accessible for learners with additional support needs. A dedicated printer for a learner with ASN might be a reasonable adjustment.

All Staff (teaching, support, librarian and technical) should be aware of their legal obligations to provide access to the curriculum and to curriculum resources under Equality Duties, with particular reference to Guidance on Auxiliary Aids and Services. Everyone has a responsibility to support learners with additional support needs and this includes learners who use ICT to access the curriculum: bit.ly/Scottish-Government-Guidance-Access

CALL Information and Resources:

Computer Accessibility
bit.ly/CALL-Computer-Accessibility

Text-to-Speech
bit.ly/CALL-Text-to-Speech

Scottish Voices
bit.ly/The-Scottish-Voice

CALL Scotland

Professional Learning - Differentiation – Recommended Reading

Books

- Tomlinson (2014) The differentiated classroom, 2nd edition (Revised)
- Tomlinson (2017) How to Differentiate Instruction in Academically Diverse Classrooms
- Cowley (2018) The Ultimate Guide to Differentiation: Achieving Excellence for All
- Sousa & Tomlinson (2018) Differentiation and the Brain: How Neuroscience Supports the Learner-Friendly Classroom (Use Brain-Based Learning and Neuroeducation to Differentiate Instruction)
- Sobel & Alston (2021) The Inclusive Classroom: A new approach to differentiation

Other literature

You may need to use your GTCS log in to access some of the literature if not readily available.

Altemueller, L., and Lindquist, C. (2017). Flipped classroom instruction for inclusive learning. Br. J. Spec. Educ. 44, 341–358. doi: 10.1111/1467-8578. 12177

Bal, A. P. (2016). The effect of the differentiated teaching approach in the algebraic learning field on students' academic achievements. Eurasian J. Educ. Res. 63, 185–204. doi: 10.14689/ejer.2016.63.11

Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., & Bosker, R. J. (2018). Effective differentiation Practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. *Educational Research Review*, *24*, 31–54. https://doi.org/10.1016/j.edurev.2018.02.002

Dijkstra, E. M., Walraven, A., Mooij, T. & Kirschner, P. A. (2016) 'Improving kindergarten teachers' differentiation practices to better anticipate student differences.' Educational Studies, 42 (4), pp. 357–77. https://doi.org/10.1080/03055698.2016.1195719.

Paulsrud, D. (2022). Inclusion in the light of competing educational ideals: Swedish Policy approaches to differentiation and their implications for inclusive education. *Nordic Journal of Studies in Educational Policy*, *8*(3), 171–183. https://doi.org/10.1080/20020317.2022.2083053

Prast, E. J., Van de Weijer-Bergsma, E., Kroesbergen, E. H., and Van Luit, Johannes, E. H. (2015). Readiness-based differentiation in primary school mathematics: expert recommendations and teacher self-assessment. Frontline Learn. Res. 3, 90–116. doi: 10.14786/flr.v3i2.163

Smale-Jacobse, A. E., Meijer, A., Helms-Lorenz, M., & Maulana, R. (2019). Differentiated Instruction in Secondary Education: A Systematic Review of Research Evidence. *Frontiers in Psychology*, *10*, 2366. https://doi.org/10.3389/fpsyg.2019.02366

Stollman, S. H. M. (2018). Differentiated Instruction in Practice: A Teacher Perspective. Leiden: ICLON, Leiden University Graduate School of Teaching