Differentiation: Support and challenge

Training session 1

XX.XX.XX
Differentiation – what it’s not

1. Writing 30 different lesson plans.
2. Saying that differentiation is not necessary because the pupils are setted.
3. Teaching at a slow pace so that everyone can keep up.
4. Abandoning whole-class teaching, setting a task, and then letting pupils/groups work at their own pace through a worksheet.
5. Expecting some students to do better than others and calling it ‘differentiation by outcome’.
6. Allowing less able learners to copy or draw.
7. Making more advanced learners do extension assignments after completing their ‘regular’ work (‘regular work, plus’ inevitably seems punitive to pupils).
What evidence might indicate that differentiation (support & challenge) might be worth a closer look?

**Over time:**
- insufficient progress against challenging targets
- variance in attainment or achievement of specific groups e.g. SEND, EAL, more able
- off-task behaviour of certain groups or individuals
- lack of persistence or resilience among pupils in the oldest year groups.

**In lessons:**
- pupils unable to engage with a task – displayed as off-task behaviour or work avoidance
- pupils become very frustrated when faced with a difficult task
- pupil voice suggests individual pupils feel work is too easy or too difficult
- some pupils have to wait for others to finish before they can move on
Take a few moments to think about your differentiation practice and consider whether there may be merit in taking a closer look at an aspect of your differentiation practice

1. If there was one thing on slide 3 which resonated most strongly for you what would you focus on?

2. If none stand out, is that because there is no evidence of this in your classroom or you don’t know if there is?

3. If the answer is the later what could you do to gather the evidence?
## Strategy rationale

### Drivers of attainment

1. Cognitive and metacognitive activity
2. Flow of challenging work
3. Time on task

### Strategies for enabling drivers

- Challenge cards
- Help desk

(Wang et al, 1993)
Challenge cards

<table>
<thead>
<tr>
<th>KS1/2 Topic</th>
<th>Y5/6 World Religions</th>
<th>KS2 Weather, Geography</th>
<th>KS2/3 Rainforests</th>
</tr>
</thead>
<tbody>
<tr>
<td>If water puts out fires how did the Great Fire of Newcastle spread from the Gateshead side of the river to the Newcastle side?</td>
<td>If Hinduism is the oldest world religion why has it not spread across the globe like Christianity has?</td>
<td>If it’s hottest at the Equator why is there snow on Kilimanjaro?</td>
<td>If Rainforests are home to so much vegetation and so much variety the soil must be really fertile. Yes?</td>
</tr>
<tr>
<td>KS3 Hazards, Geography</td>
<td>KS3 Rivers, Geography</td>
<td>KS3 Science</td>
<td>KS4 RE</td>
</tr>
<tr>
<td>Edinburgh Castle sits on an extinct volcano. Edinburgh is in the middle of a plate. How can this be?</td>
<td>So do rivers get faster downstream?</td>
<td>Why do you think that placing two electrodes of different metals into a frog’s leg causes it to move?</td>
<td>Why, if religions are generally against war and violence, is there such a thing as a ‘holy war’?</td>
</tr>
</tbody>
</table>