



Differentiation Policy

Differentiation means, essentially, giving our students exactly what they need as individuals in order to maximise their learning, build their enjoyment of learning and fulfil their educational potential.

"Respect for individual differences among and between learners is a definition of differentiation" - Sandra Kaplan

Leighton Park is a Quaker school and the testimony of 'equality' underpins the principle of differentiation. We acknowledge that all students are different and thus have different educational needs in every learning context. As such, it is right that each student should have their needs addressed, and that this should be a central focus of teaching at the school.

AS TEACHERS

- We recognise that differentiation by task is key to the success of the school as an educational institution.
- We acknowledge that setting or streaming, defining students as EAL/SEND/More Able and the formation of extension groups can allow easier access to differentiated learning.
- With or without selective groups, all students have their own needs and this remains as the central tenet of an outstanding education.
- All teachers at Leighton Park School will develop resources, tasks and offer support with the aim of fulfilling the needs of individual students.

ALL STUDENTS

will have an Individual Learning Plan (ILP) which is owned by the student and their tutor. It will be used to describe the perceived strengths and weaknesses and the needs of each student as an individual, and to set appropriate targets.

SEND

Students with clearly defined special educational needs and disabilities:

- who attend the Individual Learning Centre (ILC) will have a Learning Support Plan (LSP). This is created in agreement with the student and their parents and is reviewed and updated each term.
- who are listed on the SEND register will have a Differentiation Plan (Diff Plan). These are produced by the SEND Coordinator and take into account information provided by professional specialist reports, screening data and

students and parent feedback. The Diff Plan is reviewed and signed by the subject teacher for each student to ensure that the best professional advice is given to teachers and is used as a shared forum for good practice to support the teaching and learning provision for each student and to meet their needs as an individual.

- who are currently on the 'Monitor List' may have a 'One page Profiles' which are created in consultation with student and their parents. These are designed to target the pertinent information that teachers may need to support the student in the classroom.

EAL

- who are listed on the EAL register will have a Differentiation Plan (Diff Plan). These are produced by the Head of EAL and take into account information provided by professional specialist reports, screening data and students and parent feedback. The Diff Plan is reviewed and signed by the subject teacher for each student to ensure that the best professional advice is given to teachers and is used as a shared forum for good practice to support the teaching and learning provision for each student and to meet their needs as an individual.

It is essential that teachers are aware of and respond to the linguistic needs of students in their classes. This may result in the need to use translating dictionaries, compile vocabulary lists and use different resources or approaches to learning.

MORE ABLE

We recognise the need to track a cohort of our students who seem to be (by measurable norms) in the top 10-20% of the ability range, nationally, in order to ensure they are making good progress and that we are catering for them as a school. The cohort to be tracked as a 'More Able Register' is identified using baseline test data (CAT4 and CEM) and other indicators by the More Able Coordinator. The register is readily available to all staff.

However, we believe that most of our students (on and off this register) have high potential in one or more subjects and skills. We should be aware of and investigate the potential we see in front of us and respond by differentiating appropriately. We aim to have 'high challenge' classrooms throughout the school, at every level, to encourage deep thought and consequently promote effective learning.

SCHEMES of WORK & LESSON PLANS

Schemes of work should include differentiated objectives, including those targeted at the More Able. All lesson Plans should include differentiation by task

A holistic view of success in relation to differentiation should be taken when dealing with students of all abilities, needs and aptitudes. To gain this holistic

view, a thorough knowledge of the student is needed, and the ILP, LSP and Diff Plans supplement the pastoral system in spreading information about individual students to each teacher.

We consider an outstanding school to have differentiation by task at its centre.

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