Differentiation: How to do it

Set different tasks. Use:

* ability groups
* help sheets and writing frames
* extension tasks, or

grade criteria + targets

Graduate tasks e.g. from easy to hard on a worksheet.

Use “Bloom’s Taxonomy” and mix Mastery and Developmental tasks

# Differentiate by task; outcome; and time allowed

Use “Medal and Mission” feedback

Use self-assessment and ask students to set themselves targets

Develop Generic skills by :

* Feedback proformas
* Teaching skills with both Process and Product

Make explicit use of for e.g.

* peer checking
* peer tutoring
* learning teams

# Accommodate different preferences & support-needs

Use high-order Q&A: why? how? & which? questions.

Set open tasks, because stronger students interpret these in a more demanding way. Expect more from the more able students.

Use teaching methods that differentiate well, e.g. require all students to participate, and all students to carry out thought provoking tasks,

Differentiate time allowed by:

* Resource Based Learning
* Independent learning
* Mastery Learning

Differentiate resources: e.g. use texts of different depth, breadth, and difficulty

Integrate Learning Support into your classes

Use ILT to give support

Accommodate Learning styles.

* Visual, aural, & Kinesthetic
* Right and left brain
* Honey and Mumford etc

Use group work so that peers can support each other

“Buddy up” students who can help each other. E.g. one who can write and one who can’t. The buddy needs some ‘training’

can help each other. E.g. one who can write and one who can’t.

(TheBuddy needs some training)

Set individualised goals and targets based on diagnostic tests & assessment; ILP; One-to-one action planning; etc

**Reduce the need for differentiation by:**

* Accurate initial guidance
* Curriculum Audit (See Topic 1 of the Inclusive Learning Quality Initiative materials)

The following sections of this publication consider these methods in more detail, as does the Differentiation Overview section on page ?? which is based on the above diagram.