مدرستنا الثانوية الإنجليزية ، الشارقة - بنات
Our Own English High School, Sharjah-Girls

GEMS EDUCATION

DIFFERENTIATION POLICY

Implemented : April 2014

Reviewed : May 2026

Next Review : May 2027

Compiled by : SLT & SMT

Approved by: Ms. Asma Gilani, Principal & CEO

RATIONALE

At OOS, we strongly believe that the key purpose of differentiation is to challenge and raise standards in teaching and learning strategies to meet the diverse needs of students. We believe that that every student is unique, with different learning styles, interests, abilities, and backgrounds, and therefore requires different levels of support and challenge to achieve their full potential.

AIMS AND OBJECTIVES

At our school the differentiation policy is devised in order to:

- Raise standards of achievement by enabling all our children; despite background and ability, to have access to the learning objectives identified on our plans.
- To ensure greater student engagement, by enabling all children to demonstrate successfully, what they know, understand, and can do, so that the next steps can be clearly identified.
- To enhance the quality of teaching and learning by ensuring that children are given tasks which are commensurate with their level of attainment.
- Encourage future learning and develop positive attitudes by ensuring that all children achieve success and value their learning experiences.

TEACHING AND LEARNING

Types of differentiation will include task modification, different resources and learning aids, pupil outcomes, adult support, peer support, use of appropriate technology.

Differentiation requires careful planning and central to this planning is the need to identify clearly our objectives for individuals and groups within classes. Teachers will plan challenging lessons with appropriate scaffolding for those who might not embed the learning first time round.

Students will also be given opportunities to share their interest and what they would like to learn, as well as show what they can do first, before the teacher plans a series of lessons.

As students' progress at different rates and to various extents teaching programmes and schemes of work will consider the need for differentiated learning opportunities.

Central to our planning is the need to clearly define:-

- The learning task and its relevance
- Outcomes which would indicate successful learning
- Skills, knowledge and understanding needed to acquire this learning

Teachers will use a combined approach of whole class teaching, group work and individual attention. Within this structure several methods of differentiation are employed, often simultaneously. These may be divided into 4 main categories: -

- Process: By task – includes level of difficulty of the task set
- Product: By outcome – the same task but different anticipated results
- Environment /Resources: By differentiated access to resources; concrete and sensory, including a quiet space/ safe and positive environment for learning /workstation out of eye-contact with other children.
- Content: By differentiated access to in-class support from adults.

At OOS, we believe that no one strategy is correct for any child for the whole time. The appropriateness of any grouping depends upon the task set; the child's learning needs; the adults available and the space available. Accordingly, we will plan to employ a range of different groups at different times to include: - whole class teaching, small group work, paired/shared work, pupil/teacher partnerships, resource-led learning and individual work.

ROLES AND RESPONSIBILITIES

The teacher will:

- Take direct responsibility for the levels of differentiation that are used in the classroom.
- Collect data on each student's learning needs, strengths, and weaknesses. This can include academic assessments, surveys, interviews, and observations. Teachers use this information to develop a personalized learning plan for each student.
- Develop classroom management, layout and organisation to help foster effective learning.
- Create flexible grouping strategies that allow students to work in small groups, pairs, or independently, based on their readiness, interests, and learning styles.
- Use a variety of instructional strategies, such as direct instruction, collaborative learning, and project-based learning, to meet the needs of each group.

- Use the learning environment to support pupils in their access and progression towards independence.
- Use technology to provide personalized learning experiences, feedback, and assessment, as it helps teachers to differentiates instruction and monitor student progress.
- Seek feedback from Teaching Assistants and subject teachers/special educators who work with pupils to identify next steps and inform their planning.
- Share personalized plans in case of students with special needs
- Use whole class teaching, self-study, paired-work, individualised work and group-work (organised in ability, friendship, mixed ability, gender or interest groups) as appropriate to the task.
- Support pupils in their progression towards independent learning by enabling them to use a range of resources with the emphasis on learning how to learn and mastery-aligned teaching strategies.
- Ensure that all pupils, including those with Special Educational Needs or those identified as more able, have access to a curriculum pitched at their level of attainment.
- Employ a variety of teaching styles that can be matched with a variety of different learning styles in the classroom.
- Undergo regular training and coaching on differentiation strategies, assessment techniques, and data analysis as part of ongoing professional development for teachers to develop the skills and knowledge necessary to differentiate instruction effectively.

RESOURCES

We will continue to assess all materials, books and work sheets used with our pupils with differentiation in mind. Teachers will consider factors such as layout, number of new concepts on one page/sheet and methods of explanations. A range of materials will be used to enable all children to gather information from a variety of formats.

We will endeavour to make use of all additional professional help available to us eg SENCo, subject leaders, Teaching Assistants, CPD, INSET and external training.

Resources should:

- Have an appropriate readability level and be easily understood. This may require the use of edited texts, different sized fonts, symbols and pictorial clues for pupils.
- Be well designed and easy to use, including any concrete, physical or sensory resources necessary.
- Be kept in well-managed, safe storage/retrieval systems.
- Both support and encourage pupils towards independent learning without judgement or pressure.

EVALUATION AND MONITORING

This policy will be reviewed regularly by teaching staff. Records of monitoring outcomes and recorded work will evaluate the opportunities for differentiation to ensure that:

- Differentiation is being used to ensure that all our children receive their full curriculum entitlement.
- Strategies for differentiation are selected by fitness for purpose, after careful consideration of the needs, abilities and aptitudes of individuals/groups.
- Differentiation assists assessment by enabling all our children to show what they can achieve and this information feeds directly into future planning.