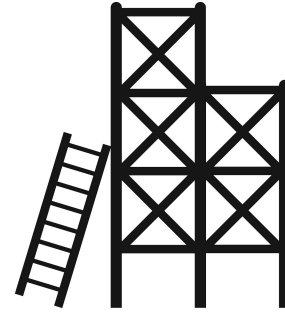


10 Differentiation Strategies

Supporting teachers, worldwide



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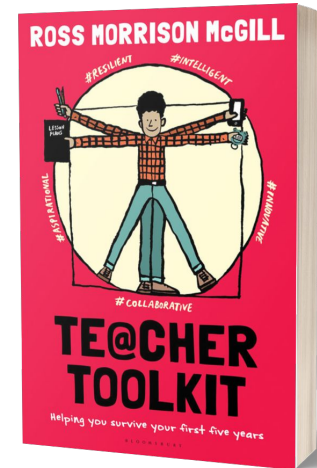
Classroom Ideas, Teacher Training & School Resources

Differentiation Myth

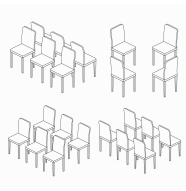
It is an impossible task for teachers to offer a range of resources for every child every single lesson, and it's rare to find anyone who can reliably test differentiation strategies in a one-off exercise. If someone is asking you to do this, it is unhelpful. However, despite the apparent expectation that teachers can do this day-in, day-out, there are several strategies that you can embed into your practice so that a) you can alleviate teacher workload and b) embed differentiation over time so that it does become more habitual in your classroom.

Find out more...

[Amzn.to/3bGnTFM](https://www.amazon.co.uk/dp/B073N1Y1Y1)



10 Differentiation Strategies



Seating Plans

1



Assessment

2



Using Data

3



Feedback

4



Classroom
Displays

5



Scaffolding
Resources

6



Task Selection

7



Questioning

8



Guided Practice

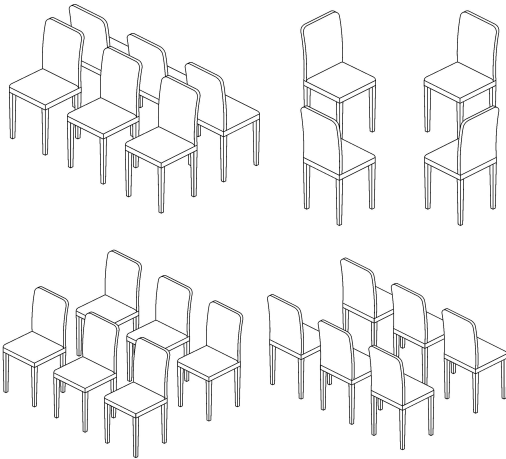
9



Self-Regulated
Learning

10

1. Seating Plans



As daft and simple as it sounds, a seating plan works wonders. Put every student in a specific location in the room that works best for their learning and for you!

Don't be fooled by a child that says, 'I work best next to my friends.' They don't!

2. Assessment



The most sophisticated form of differentiation that you can offer your students is regular summative and formative assessment. It needs to be planned and it must be proportionate to the curriculum time available.

In formative assessment situations, do all that you can to elicit feedback from your students. For example, quizzes, show me whiteboards and thumbs up and thumbs down. In summative assessment, where possible, use online software which can instantly assess student work.

3. Use Data



Keep a close and careful eye on student data and communicate the information via formative feedback to your students is the best differentiation strategy that you can use. Most importantly, the student must know what to do with that information. Use simple feedback scripts to ensure you check that the student understands what they must do next...

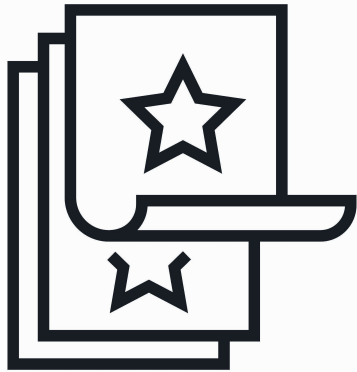
4. Provide Feedback



Feedback can be written, verbal and non-verbal. Ensure you know which type of feedback you are providing and when. Your feedback must be meaningful, sophisticated and tailored to the individual child. A 'well done' or a 'that's very good', is enough to feed their motivation (and this is important), but it's an utter waste of breath on your part when it is isolated and not linked to the work itself.

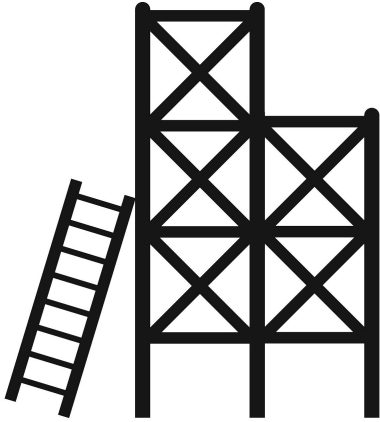
See the [7 Stage Feedback](#) Plan...

5. Classroom Displays



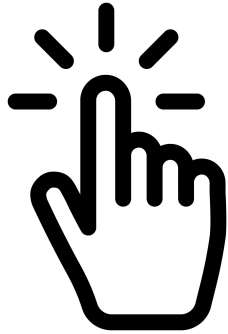
Build up a bank of resources by placing students' completed work immediately on display in your classroom. But, be mindful that too much clutter display goes against what research says and consider live displays that evolve organically throughout a project.

6. Scaffold Resources



Provide students with templates to meet their needs is probably worth the investment on the teacher's part. Despite the initial workload, it offers long-term impact in the classroom. Recommended strategies include writing templates, holding back some of the details, questioning techniques, peer-assessment and selection of tasks...

7. Task Selection



Offer at least two different resources, choices and tasks in everything that you do. Offer a choice of resources that vary in difficulty. Encourage students to select what they want to do, but your choices will vary on where you believe a student should go next... Csikszentmihalyi recommends moving students between apathy and flow by providing intense focus on an activity, using choice aligned to a clear success criteria, with immediate feedback. [Read more...](#)

8. Questioning



How you ask a question can make all the difference in the classroom and how you form and frame a questions is the greatest intervention a teacher can provide. Ensure you have a wide range of questioning strategies at your disposal to deploy.

Take a look at these ideas: [Pose, Pause, Pounce, Bounce](#), the [Questioning Matrix](#) or consider [Fermi Questions](#).

9. Guided Practice



In a typical teacher-led classroom, guided practice is followed by independent practice—by students working alone and practicing the new material. Independent practice is necessary because a good deal of practice is needed in order to become fluent and automatic in a skill (Rosenshine, 2012) Nominate students to lead a starter or plenary activity. It's a high-risk strategy for some teachers to allow students to apparently take over their classrooms, but it something best-served in great lessons where teachers are always in control...

10. Self-Regulated Learning

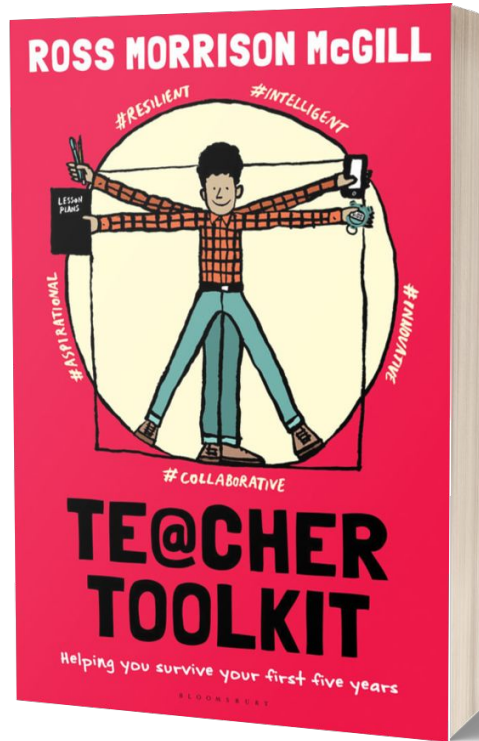


When students begin to self-regulate one another's learning, long-term retention is supported with schematic memory. The research on assessment and feedback suggests these processes can help students take control of their own learning. Exemplar material are effective because they make explicit what is required and they define a valid standard against which students can compare their work. (Nicol and MacFarlane-Dick, 2007).

Try creating an [Effective Feedback Loop](#).

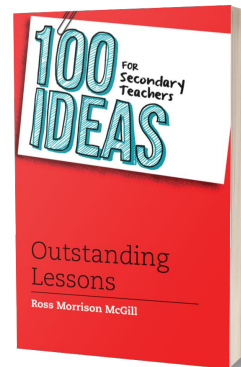
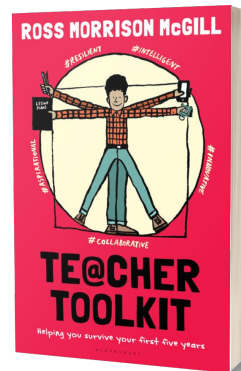
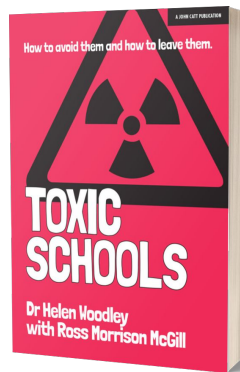
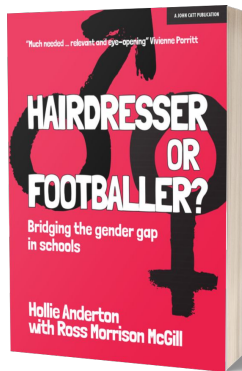
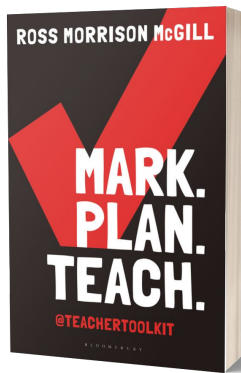
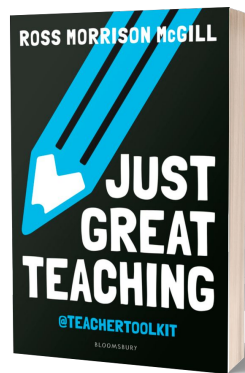
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“Brilliant book for trainee and newly qualified teachers. Well laid out, easy to read and has become my little bible for when I need a confidence boost during my training year.”

★★★★★ Amazon Review



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