

SMALLTHORNE PRIMARY SCHOOL



Differentiation and Equal Opportunities Policy

Reviewed: Autumn 2014

Review: Autumn 2016

SMALLTHORNE PRIMARY SCHOOL.

POLICY FOR DIFFERENTIATION AND EQUAL OPPORTUNITIES

EQUAL OPPORTUNITIES STATEMENT

All pupils are entitled to access to a broad and balanced curriculum in line with the requirements of the National Curriculum, regardless of their age, race, faith, gender or intellectual ability.

We consider children as individual learners, and we match work to their learning needs, by careful planning and assessment. Differentiation underpins our teaching to ensure that all pupils' needs are met by matching tasks, materials and teaching to each child's skills and previous learning experiences.

Equal opportunities are provided for all staff, irrespective of gender, race, faith, cultural background, marital status or disability. All kinds of harassment or discriminatory practice are totally unacceptable and the school will follow LA guidelines for dealing with any such incidence.

INCLUSION STATEMENT

Children are provided with an education where positive action is taken to ensure pupils are included in every aspect of the curriculum.

DIFFERENTIATION STATEMENT

We see differentiation as the primary way for ensuring inclusive education and equality of opportunity for all children.

At Smallthorne Primary School, we aim to provide an appropriately differentiated curriculum for all children, to use differentiation to build on past experiences and achievements, and to remove barriers to participation for all children.

AIMS:

We aim to differentiate the curriculum for individual children by:

- Planning thoroughly, including consideration of how teachers use their time, and the time of colleagues and classroom assistants to support their work.
- Organising the classroom to ensure maximum opportunities for the teacher to interact with each child individually.
- Providing a range of learning opportunities, including: open-ended investigations and problem solving activities, effective didactic teaching and interactive learning.
- Organising pupils into different groups which are appropriate for the tasks set, including whole class, large groups, small groups, pairs and working alone.
- Supporting the learning opportunities by providing a wide range of materials and resources.
- Giving positive feedback to each child, which also plans for further achievement.
- Providing a model that promotes the valuing of others, with shared learning and group co-operation.

Teachers plan for differentiation and

- Identify learning outcomes in their planning
- Involve children in discussion about those learning outcomes.
Ensure that all children are engaged in meaningful and challenging tasks.
- Move round the classroom, monitoring attention and progress.
- Offer encouragement and praise, matched to the child's ability.
- Plan extension activities for children who complete tasks quickly.

- Provide material which is free from racial or gender bias and which reflects and extends the cultural and ethnic backgrounds of the children and wider community.
- Ensure that the pace of lessons take account of the differing work rates of individual children.
- Ensure the more able pupils in Literacy and Numeracy are challenged by moving up a class for those lessons.

Children will be

- Allowed sufficient repetition to consolidate skills
- Given time to reflect on their work
- Allowed to demonstrate to each other what they can do
- Given as many first hand experiences as possible and presented with open ended investigations and problem solving activities.

Differentiation is also supported by the opportunities we provide for children to communicate using a variety of media, including P.E, dance, drama, and the use of I.T., as well as verbal communication.

SPECIAL EDUCATIONAL NEEDS.

Individual education plans are formulated for children with Special Educational Needs. This may be done in consultation with other support agencies - Psychological service, Learning Support etc, and will always be done in consultation with parents. Wherever possible, individual time will be given to support these children.

ASSESSMENT AND MONITORING.

Our planning includes regular opportunities for the assessment of individual children, so that teacher' objectives for future work can reflect the level of challenge needed for further progress.