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September 2025		Deputy Head (Academic)

SECTION 4.3 - DIFFERENTIATION IN THE CLASSROOM

Frensham Heights aims to stretch and support all of its students. Lessons need to be tailored so that individuals achieve their potential and therefore it is vital that teachers meet the individual needs of all students. All staff are required to keep up to date with the SEND register, which is on SharePoint, use baseline data and internal tracking data to monitor progress and identify any student who may require additional support or challenge.

An Aide Memoire for Lesson Planning and Organisation

Oral work

- What are your strategies for involving, supporting and stretching all students?
- Do your teaching strategies maximize opportunities for all students to contribute?
- Do you allow students time to reflect before responding?
- Are there students who dominate the classroom?
- Who are they and why do they do it?
- Are there also reticent students?
- Do you vary the targets of your questioning?
- Does differentiation in your questioning allow all students to gain achievement and success?
- Is your sense of humour appropriate for every student's need?
- Can you identify student progress?

Group work

- Does group work address individual students' needs?
- Do you assign students to groups/partners rather than allowing them to choose?
- Do you use the same groupings all the time or do you form them differently for different activities?
- Are you prepared to engineer groupings in order to break down perceived imbalances?
- Do you assign particular tasks to individuals within groups? Do you sometimes allow choice?
- Do all students contribute equally during group work?
- Do you ensure that tasks are clearly focused through time limit, competitive element etc.?
- Can you identify student progress?

Learning Preferences

- Do you ask students how they think they learn best and/or how they would like to approach a particular topic?
- Do you ensure that all students have equal access to all aspects of your lessons?

- Is every student encouraged to develop both reflective and speculative attitudes to their work and learning?
- Are you appropriately innovative in your teaching style?
- Do you incorporate variety into your lessons?
- Do you use a wide range of teaching methods and strategies in your lessons?
- Do you ensure that your students take responsibility for self-evaluation?
- Do you ensure that the homework you set suits all of your students?
- Do you encourage the use of IT?
- Do you seek feedback from your students after a topic or a period of time, in order to inform possible change in your teaching style?
- Can you identify student progress?

General

- Do you treat all students with respect at all times?
- Do you set appropriate and explicit objectives at the start of each lesson?
- Do you share good practice within and across departments?
- Do you participate effectively in classroom observation?
- Do students make progress as a result of your marking and feedback?