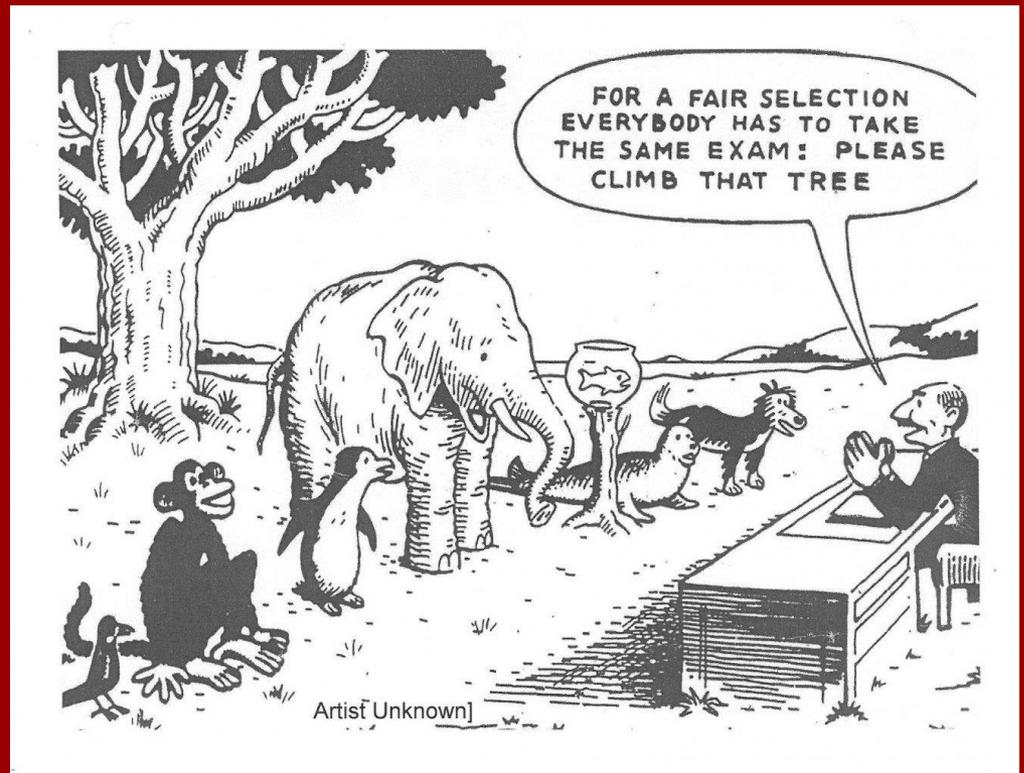


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Planning for differentiation

- * Write down on the piece of paper: what differentiation means to you.
- ** In the person next to you, describe what/how you differentiate in the classroom.
- *** In your group, summarise your discussions.

Introduction

- 1– Self-assessment
- 2 – What is differentiation and why planning for it?
- 3 – Different strategies for different needs
- 4 – Your strategies
- 5 – Some practical examples
- 6 - References

We will present the particularities of each group and some possible strategies to adopt in the context of the new GCSE (in particular spontaneous speaking/writing, grammar exercises).

The aim of this session is to offer practical ideas to improve the provision for all students and a space for all professionals to exchange ideas.



1. Self- assessment– Tomlinson and Allan 2000, pp.141.

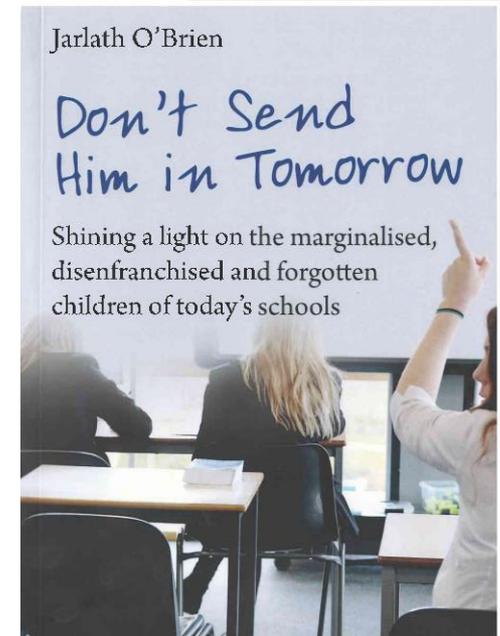
Figure A.1

Individual Differentiation Diagnostic (KWL)			
Component:	What I Know/ Can Do	What I Want to Know/ Learn to Do	What I Learned
The rationale for differentiating instruction			
Evidence that supports differentiated instruction			
Setting up student expectations for a differentiated classroom			
Diagnosing student needs and assessing progress			
Using groups in the classroom			
How to manage a differentiated classroom			
Specific instructional strategies useful in differentiating instruction			
Various models of differentiated lessons			
How to select key concepts, principles, and skills for a lesson or unit			
How to differentiate content			
How to differentiate activities			
How to differentiate products			
How to talk with parents and students about differentiation			
What to do about assessment and grading in a differentiated classroom			
How to build a differentiated curriculum			
Other			

Source: From the Grosse Pointe, Michigan, Public School System, 1999. Reproduced by permission.

3 – Different needs – characteristics of each groups

- Boys/girls
- SEND

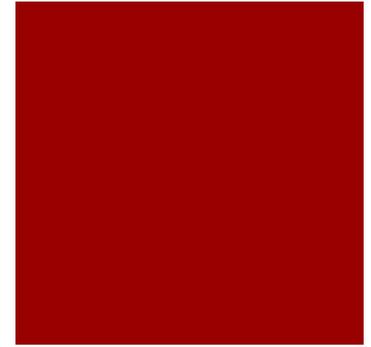


FSM: Free School Meal
PP: Pupil Premium (DfE, 2016)

SEND: Special Educational Needs and Disabilities.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child [...] has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions” (DfE, 2015).

2 – What is differentiation and why planning for it.



Current situation:

“The practice of adapting the teaching to fits the individual student has come under fire, but that’s because we are doing it badly” (Knight, 2017).

“I will die at least 15 years younger than you will. Long before that, I will be twice as likely to be bullied at primary school as you. I will be nine times more likely to receive a fixed-term exclusion from school than you [...]. I am at least three times more likely to end up in prison than you. I am a child with learning disabilities” (O’Brien, 2016).



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

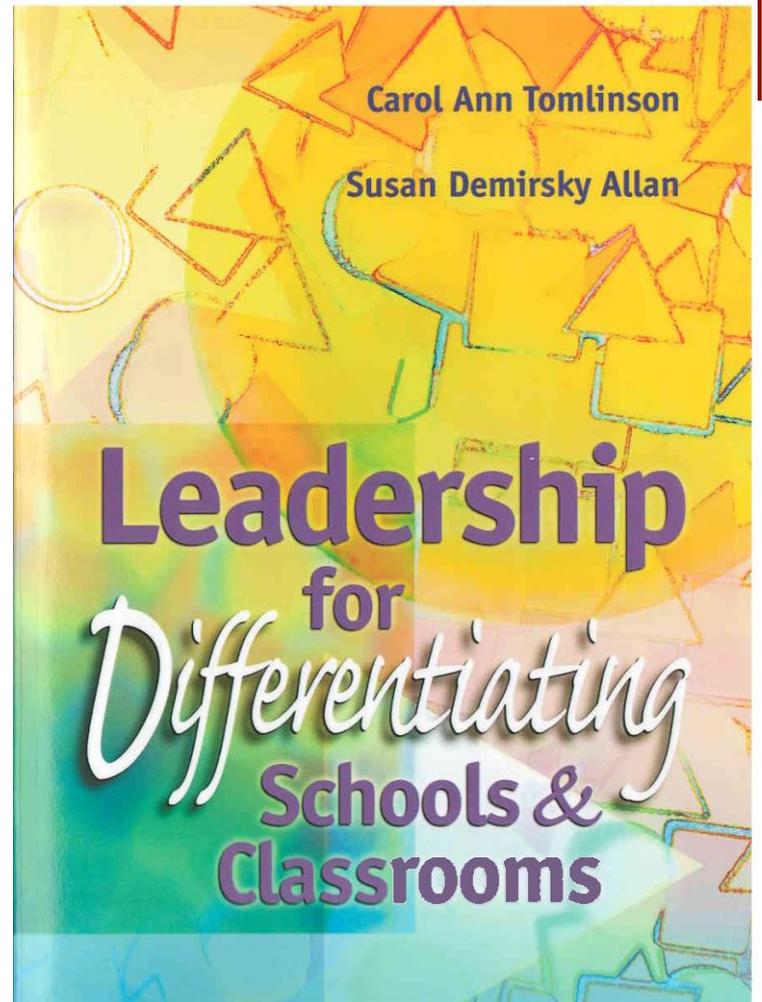
- Teachers can differentiate :

content, process, product

- According to students :

readiness, interests, learning
profile

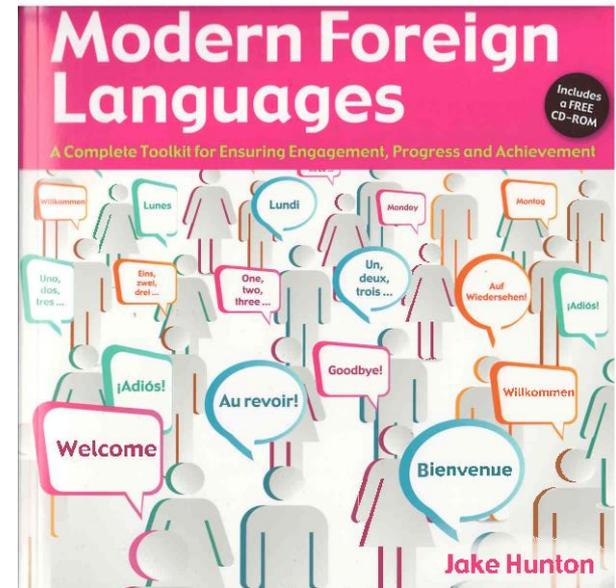
Range of strategies (Tomlinson
and Allan, 2000).



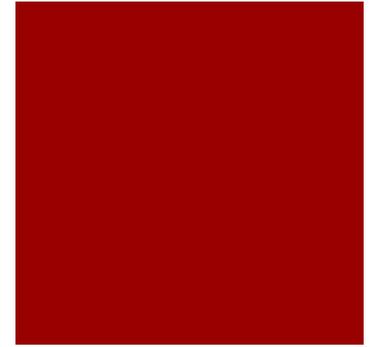
- More Able/Gifted and Talented

“ Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).” (DfE, 2009).

- Some practical examples...



4 – Your strategies



Boys/girls	SEND	More Able

5 - Some practical examples



- 3-18 school in Newham (one of the poorest borough in London).
- 0.6% pupils with SEN or EHC plan (3.9% nationally)
- 52.8% of our students speaking another language at home (15.7% nationally).
- 44.9% pupils eligible for FSM in the past 6 years (29.3%).
- 51.6% of boys on roll (50.7% nationally).
- 0.4 Progress 8 (belongs to the top 25% of schools).
- A little more than 300 students learn Mandarin in Secondary.
- Mandarin on the curriculum compulsory (4 times 50 minutes per week).

Source: <https://www.compare-school-performance.service.gov.uk/school/139703>

杂志(zázhi)



报纸(bàozhǐ)



电视(diànshì)



Differentiation between boys and girls

Competition 1:

Students in pair (boys vs girls) read out the key words, the one with the more accurate pronunciation win.

Competition 2:

Students in teams (boys vs girls) find out the radicals in the key words.



Running writing and silence writing.

characters	Meaning	Practice
hē 喝	To drink	
chá 茶	tea	
shuǐ 水	water	
guǒzhī 果汁	Juice	
niúnnǎi 牛奶	milk	
kāfēi 咖啡	coffee	
kěkǒukělè 可口可乐	Coca cola	



** . All students need have the silence writing and running writing

wǒ xǐhuān hē guǒzhī yīnwéi guǒzhī hěnhǎohē
我 喜 欢 喝 果 汁 ， 因 为 果 汁 很 好 喝 。

Differentiate the vocabulary test.

SEN student match the meaning and characters

test Date: _____

2		<u>zǐ sè</u>	紫色
3	Brown colour	<u>zōng sè</u>	
4	Jumper	<u>máo yī</u>	
5	T shirt	<u>T xù shān</u>	
6		<u>yī fū</u>	衣服
7	Expensive	<u>guì</u>	
8	Although	<u>suī rán</u>	
9	But	<u>dàn shì</u>	
10		<u>zě n me yàng</u>	怎么样?

1	Grey colour	<u>huī sè</u>	
2		<u>zǐ sè</u>	紫色
3		<u>zōng sè</u>	棕色
4	Jumper	<u>máo yī</u>	
5		<u>T xù shān</u>	T 恤衫
6	Clothes	<u>yī fū</u>	
7	Expensive	<u>guì</u>	
8		<u>suī rán</u>	虽然
9	But	<u>dàn shì</u>	
		<u>zě n me yàng</u>	怎么样?

- | | | | |
|---|-----------------------|---|------|
| 1 | China (country) | a | 美国 |
| 2 | England (country) | b | 中国 |
| 3 | U.S.A (country) | c | 中国 |
| 4 | France (country) | d | 中文 |
| 5 | Spain (country) | e | 英语 |
| 6 | Chinese(language) | f | 法国 |
| 7 | English (language) | g | 西班牙 |
| 8 | Spanish (nationality) | h | 中国人 |
| 9 | Chinese (nationality) | i | 西班牙人 |

Support SEN and LAs

Speaking assessment support

2. 你住哪儿/ where do you live ?

wǒ zhù zài
我住在 Stratford / London。

nǐ xué shén me
3. 你学什么?/What subjects do you study?

wǒ xué zhōngwén yīngwén wǒ yě xué kēxué shùxué
我学 中文/英文 ,我也学 科学/数学。

nǐ xǐ huān xué shén me
4. 你喜欢学什么/ what subjects do you like ?

wǒ xǐ huān xué zhōngwén kēxué yīn wéi hěn kù yǒu yì sī
我喜 欢 学 中文/科学 , 因为 很酷/有意思。

wǒ bù xǐ huān xué yīngwén shùxué yīn wéi wú liáo bù hǎo
我 不 喜 欢 学 英文/数学 , 因为 无聊/不好。

nǐ jǐ diǎn shàng xué nǐ jǐ diǎn fàng xué
5 你几点 上学 ? 你几点 放学 /when do you start school/finish school ?

wǒ bā diǎn jiǔ diǎn shàng xué wǒ sì diǎn wǔ diǎn fàng xué
我 八点/九点 上 学 , 我 四点/五点 放 学 。

xīng qī yī nǐ yǒu shén me kè
6 星 期 一 , 你 有 什 么 课 /what lessons do you have on Monday ?

xīng qī yī wǒ yǒu zhōngwén kè shùxué kè wǒ méi yǒu yīngwén kè kēxué kè
星 期 一 , 我 有 中文课/数学课 , 我 没 有 英文课/科学课

Challenge more ables.

1. Listen key words in Chinese write the **Meaning** in English;
2. MAs to write down in Chinese **Characters**;

1

2

5

3

6

:



you write any characters

Reading the sentences, and tell the meaning of each sentence, then answer the questions

Differentiate in questioning.

1. Teacher asks LAs to tell the meaning of the questions.
2. MAs to answer the questions in Chinese.

他从什么时候开始看新闻的？

tā xǐ huan zài nǎer kàn xīn wén

他喜欢在哪儿看新闻？

tā xǐ huan hé shuí yì qǐ kàn xīn wén

他喜欢和谁一起看新闻？

tā wèi shén me xǐ huan kàn xīn wén

他为什么喜欢看新闻？



Differentiate in classwork.

1. All students translate the sentences in Chinese .
2. MAs to re-write the sentences use the vocabulary provided.

I like to study Chinese, because Mr Wang is very friendly.

因为Wang老师最亲切，所以我喜欢学中文。

Because Mr Wang is the most friendly, therefore I like to study Chinese.

虽然Carrasco老师最厉害，但是他的西班牙语课很有意思。

Although Mr Carrasco is the most fierce, but his Spanish lesson is very interesting.

Sanner老师又有趣又亲切。

Ms Sanner is kind and interesting.

like my ... teacher
我喜欢的...老师
wǒ xǐ huān de ... lǎo shī

it's fun
很好玩
hěn hǎo wán

it's challenging
很有挑战性
hěn yǒu tiǎo zhàn xìng

it is useful
很有用
hěn yǒu yòng

it's interesting
很有意思
hěn yǒu yì si

it's inspiring
很有启发性
hěn yǒu qǐ fā xìng

it's easy
很容易
hěn róng yì

it lets me express myself
让我表现自我
ràng wǒ biǎo xiàn zì wǒ

Differentiate the homework

1. Most students do the reading exercise.
2. MAs to re-draft it into a GCSE grade A writing.

3. What does he think about Geography?

4. What does he have on Friday?

5. Does he like Mandarin?

Extension: Writing challenge (GCSE Grade A level):

Re-draft this piece of writing, extend with Opinion about Subject and Opinion about Teacher, to reach higher level.

6. Moving forward – self-assessment: what to do next? – Tomlinson and Allan 2000, pp.170

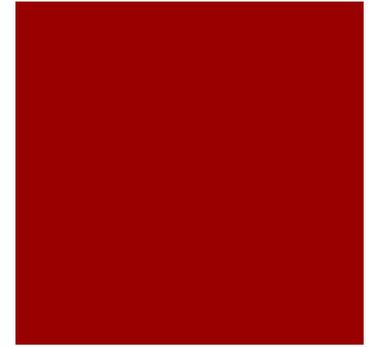


Figure 5.1
Differentiation Minigrant Application

Name of Teacher: _____

School and Grade Level/Subject: _____

- The project that I'd like to do:
- The learning needs of students in my classroom that I want to address:
- How I plan to differentiate the instruction:
- What I'll need and a proposed budget:

Source: From the Grosse Pointe, Michigan, Public School System, 1999.
Reproduced by permission.

Differentiation as a whole school action.

And for Leaders – Tomlinson and Allan 2000, pp.142-145.

Figure A.2

Guides for Planning Differentiated Instruction

(Use portions applicable to your teaching/learning context.)

1. Are you clear on what you want the student to

- Know facts, information?
- Understand (principles, generalizations, ideas)?
- Be able to do as a result of this/these learning experience(s)?

2. In deciding on content, have you thought about and selected

- Alternate sources/resources?
- Varied support systems (reading buddies, tape recordings, digests, direct instruction groups, organizers, extenders)?
- Varied pacing plans?

3. Have you made plans to pre-assess student readiness so you can prepare appropriate content and/or activity? (Does the pre-assessment give a picture of understanding and skills vs. facts only? Does the pre-assessment focus squarely on items in No. 1 above?)

4. As you assign students to groups or tasks, have you made certain

- Student assignments to groups vary from previous recent ones?
- Students are encouraged to "work up"?
- Provisions are made (if appropriate) for students who need or prefer to work alone?
- Group-size matches student need?

5. As you created differentiated activities, have you made certain

- All of them call for high-level thinking?
- All of them appear about equally interesting to your learners?
- If readiness based, they vary along the continuum of the equalizer?
- If interest based, students have choices to make about how to apply skills and understandings or how to express them?
- There are opportunities for varied modes of learning to accommodate varied learning profiles?
- Each activity is squarely focused on one (or a very few) key concepts and generalizations?

Figure A.2—continued

Guides for Planning Differentiated Instruction

- Student choice is provided within teacher-generated parameters needed for focus and growth?
- Appropriate skills have been integrated into the activity requirements?
- Expectations for high-quality task completion are clearly delineated for students?
- You have a plan for gathering ongoing assessment data from the activity?
- You have a plan/mechanism for bringing closure and clarity to the tasks?

6. When creating assignments for differentiated products, have you made certain

- They vary along the continuum of the equalizer based on student readiness?
- They require all students to use the key concepts, generalizations, ideas, and skills to solve problems, extend understandings, and create meaningful products?
- They provide student choice options within parameters necessary to demonstrate essential understandings and skills?
- They include a core of clearly delineated and appropriately challenging expectations for the content of the product (what understandings and skills it must demonstrate, what sorts of resources must be used, etc.), processes involved in production (planning, goal-setting, time-line use, use of a process log, self-evaluation, drafts/stages, etc.), and production requirements for the product (e.g., what will constitute an effective video, speech, proposal, or photo essay, etc.)?
- They provide for additional criteria for success to be added by the student, and by the teacher for individual students?
- There are plans for formative evaluation and modification of the product?
- There are plans for summative evaluation by teacher, student, peers, and others (e.g., parents, "real audience") based on the product criteria?
- You have involved and informed parents as appropriate?

7. Have you also thought about

- Use of instructional strategies such as contracts, centers, interest groups, compacting, etc., that might help you vary learning options?
- Use of small groups for direct instruction (reteaching, extension)?
- Sampling students to assess understanding, group processes, and production needs?
- Meaningful tasks for reinforcement, extension, and exploration when students complete required work?

Figure A.3

Teacher/Peer Reflection on Differentiation

The following scale may be useful

(1) little or no evidence	1	2	3	4	5
(2) to some degree					
(3) demonstrates competence					
(4) demonstrates proficiency					
(5) demonstrates exemplary performance					

GENERAL

Pre-assesses students to determine level of understanding.	1	2	3	4	5
Assesses student interests.	1	2	3	4	5
Identifies students' learning profiles.	1	2	3	4	5
Develops a student-centered classroom.	1	2	3	4	5
Ensures respectful assignments for all learners.	1	2	3	4	5
Consistently uses flexible grouping.	1	2	3	4	5
Varies the pace of learning for varying learner needs.	1	2	3	4	5
Utilizes active learning.	1	2	3	4	5
Demonstrates escalating expectations.	1	2	3	4	5
Students' grades reflect individual growth and progress.	1	2	3	4	5

CONTENT

Differentiates using major concepts and generalizations.	1	2	3	4	5
Uses a variety of materials other than the standard text.	1	2	3	4	5
Various support mechanisms (e.g., reading buddies, organizers, study guides).	1	2	3	4	5

PROCESS

Activities necessitate that students do something with their knowledge (apply and extend major concepts and generalizations as opposed to just repeating it back).	1	2	3	4	5
Uses higher level tasks for all learners (e.g., application, elaboration, providing evidence, synthesis) to provide appropriate challenge.	1	2	3	4	5

Figure A.3—continued

Teacher/Peer Reflection on Differentiation

Uses tiered activities.	1	2	3	4	5
Activities involve all learners in both critical and creative thinking.	1	2	3	4	5
Varies tasks along continuum of the equalizer.	1	2	3	4	5
Varies tasks by students interests.	1	2	3	4	5
Varies tasks by learner profile.	1	2	3	4	5

PRODUCT

Provides opportunities for student products to be based upon the solving of real and relevant problems.	1	2	3	4	5
Allows for a wide range of product alternatives (e.g., oral, visual, kinesthetic, musical, spatial, creative, practical).	1	2	3	4	5
Product assignments differ based on individual (or group) readiness, learning needs, and interest.	1	2	3	4	5
Teacher supports students in using a wide range of varied resources.	1	2	3	4	5
Product assignment necessitates that students conduct research.	1	2	3	4	5
Product assignment balances structure and choice.	1	2	3	4	5
Encourages students to use different avenues of exploration and a variety of media.	1	2	3	4	5
Works with individual students (or groups) to determine what form the product will take.	1	2	3	4	5
Necessitates that students apply key understandings and skills of the subject to their own interest areas.	1	2	3	4	5
Works with individual students to apply key understandings and skills of the discipline by which the product will be judged.	1	2	3	4	5
Uses both formative and summative evaluation.	1	2	3	4	5

Observing colleagues and good practice.

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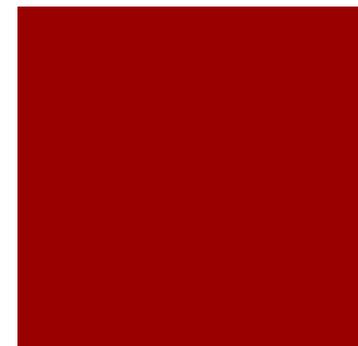
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