



Fylingdales C of E VC Primary School.
Policy for Differentiation and Equal Opportunities
(Please also see Race Equality Policy)

Equal Opportunities Statement

All pupils are entitled to access 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 to enhance their personalised learning journey.

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

Inclusion Statement

All children are provided with an education where their ideas are shared and 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 Fylingdales C of E Primary School, we aim to provide a cross-curricular curriculum, appropriately differentiated for all children. Differentiation which builds on past experiences and achievements helps to remove barriers to participation for all children.

Aims:

We aim to differentiate the curriculum for individual children by:

- Planning linked to children's ideas, P.P.A. time allocated for teachers to liaise with classroom assistants to support children's work.
- Organising the classroom to ensure maximum opportunities ensuring dyslexia friendly.
- Providing a range of learning opportunities, including: open-ended investigations and problem solving activities, effective personalised and interactive learning.



- Organising pupils into different groups which are appropriate for the tasks set, including whole class, large groups, small groups, pairs and individual.
- 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.
- Seeking and acting upon advice from external agencies where necessary.

Teachers plan for differentiation by:

- 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 are challenged by working at the appropriate level.

Children will be:

- Allowed sufficient repetition to consolidate skills
- Given time to reflect on their work using self assessment/ peer assessment.
- 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, the use of I.C.T., and 'talk for learning'.

Special Educational Needs.

Inclusion Passports and Individual Provision Maps are formulated with SENCO and class teacher for children with Special Educational Needs. This may be done in consultation with other agencies - Educational Psychologist, Enhanced Mainstream school, Speech and Language therapist etc. Parents are consulted throughout the whole process for their child. Where appropriate, interventions will be given to support these children.



Assessment and Monitoring.

Our planning includes use of Assessment For Learning, and termly assessments of all children, so that their personalised learning journey is met, to ensure further progress. Distance marking sheets in line with our marking and feedback policy also show evidence of assessment and monitoring.

April 2016.