

Differentiation – aspects in mainstream

Seven Fawkes made these notes
for the meeting

- Mainstream and supplementary settings, of course, do not have the same context
- However students in supplementary classes do have mainstream experiences too
- So it may be useful for you to read how teachers in mainstream talk about this issue 😊

The Teachers Standards say a teacher should

- *'demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching'*
- *'know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively'*
- *'have a clear understanding of the needs of all pupils'*

Learning from mainstream

- ‘One size does **not** fit all’
- Be strategic in your thinking about differentiation – don’t create mountains of work for yourself !
- Not everything is transferable between classrooms

Principles : Differentiation ...

- Is based on knowing your students
- Recognises differences between students
- Is intended to lead all students towards the same outcomes
- Takes different forms
- Is part of teaching and learning

Issue 1 : 'Clarity' of instructions

When we say : ‘Learn these words....’

- Do we mean :Learn how to spell them / write them?
 - Learn how to pronounce them?
 - Learn how to recognise them when we hear or see them?
 - Learn what parts of speech they are?
 - Learn how to use them in a sentence?
 - All of the above?
- Learners need to know 😊

Forms of differentiation

- By content
- By support
- By teacher strategy
- By choice
- By outcome

Differentiation by content

- Identify core content (Everyone should ...)
- Extension content (Some people will ...)
- Mastery content (A few people might ...)

- Create different task sheets – e.g. with extension / reinforcement activities or reference

Differentiation by support

- Display
- Individual
 - books, online support,
 - handouts,
 - 'placemats', knowledge organisers
- Peers , in groupings (not always the same?)
 - Pairs or triads?
 - Mixed or similar?
- Translanguaging
- Teacher intervention

Differentiation by choice

- Ways of learning
 - Reading a text v. watching a video
 - Performing a roleplay v. writing a dialogue
 - Working alone v. working in a group
 - Taking a challenge v. following the recipe
- Mode of response
 - Choose how you record your learning

Differentiation by outcome

- Creative activity
 - write a letter that includes ...
 - make a poster to show ...
 - record a conversation about ...
- In a time limit ...
 - how many 'For my birthday I would like ..' sentences can you write / say in 2 mins.
 - how much of this text can you read aloud in a minute

Differentiation by teacher strategy

- Planning to be comprehensible
 - Modelling, scaffolding
- Ensuring the basics are reinforced:
 - Putting the key language on the screen for those who need it
- Asking questions in different ways:
 - Yes / No
 - Multiple choice
 - Open
- Observation and adjustment

Differentiation by task

- Be wary of the multiple worksheets
e.g. If outcome is to understand a written text, tasks might be :
 - Find the most frequent / key words – find what they mean
 - Write 5 bullet points to summarise the content
 - Produce an infographic (see next screen) to convey the main information
 - Translate a certain amount of the text



LOS SEIS SALADOS

¿LOS SABÍAS?

ESTOS SEIS ALIMENTOS POPULARES PUEDEN AGREGARLE ALTOS NIVELES DE SODIO A TU DIETA.¹

La American Heart Association recomienda que trates de consumir menos de 1,500 mg de sodio al día.



Busca el símbolo de Heart-Check para encontrar productos que te ayuden a tomar decisiones más inteligentes sobre los alimentos que consumes.

 <p>CARNES FRÍAS & AHUMADAS</p> <p>Una porción de 2 oz., o 6 rebanadas delgadas, de carne deli puede contener hasta la mitad de la cantidad de sodio recomendada por día. Busca las variedades bajas en sodio de tus carnes favoritas.</p> <p>1</p>	 <p>PIZZA</p> <p>Una rebanada de pizza con varios ingredientes puede contener más de la mitad del sodio recomendado por día. A tu siguiente rebanada ponle menos queso y más vegetales.</p> <p>2</p>	 <p>SO SOUP UP SO SOUP UP</p> <p>SOPA</p> <p>El sodio de un plato de sopa enlatada puede ir de 100 a 940 miligramos – más de la mitad de lo que se recomienda que consumes diario. Revisa las etiquetas para encontrar las variedades bajas en sodio.</p> <p>3</p>
 <p>PANES & ROLLOS</p> <p>Incluso si cada porción que consumes no parece ser alta en sodio, algunos alimentos que comes varias veces al día, como el pan, suman grandes cantidades. Revisa las etiquetas para encontrar las variedades bajas en sodio.</p> <p>4</p>	 <p>AVES</p> <p>Los niveles de sodio en las aves varían según la preparación. Encontrarás un gran rango de sodio en estos productos, así que es importante elegir sabiamente.</p> <p>5</p>	 <p>BURRITOS & TACOS²</p> <p>¡Dos cucharaditas del condimento de taco que viene en paquete puede tener 411 mg de sodio! Haga el suyo combinando ½ cucharadita de comino, de orégano, de chile en polvo y de ajo en polvo para un total de 42 mg de sodio.</p> <p>6</p>

Infographic for

- Reading aloud
- Vocabulary
- Selecting
- Analysis
- Questions
- Opinions
- Interpretations / Explanations
- Conclusions
- Comparisons

Relevant CPD resources

<https://www.youtube.com/watch?v=DiLhGd-98Gk>

US webinar – Secondary focussed

<https://www.youtube.com/watch?v=cbopLZY15Fg>

Portuguese webinar

<https://www.twinkl.co.uk/blog/strategies-for-differentiation-in-the-classroom-that-actually-work>

Generic strategies

Recordings of recent events at University of London SAS

- <https://www.sas.ac.uk/videos-and-podcasts/culture-language-and-literature/modern-languages-and-inclusivity-sharing-ideas>
- <https://www.sas.ac.uk/videos-and-podcasts/culture-language-and-literature/modern-languages-and-inclusivity-sharing-ideas-0>
- <https://www.sas.ac.uk/videos-and-podcasts/culture-language-and-literature/modern-languages-and-inclusivity-sharing-ideas-1>