

# Contents

|   |           |
|---|-----------|
| List of figures and tables                    | x         |
| Acknowledgements                              | xii       |
| Introduction                                  | 1         |
| <b>1 What do we mean by differentiation?</b>  | <b>5</b>  |
| Differentiation by task                       | 6         |
| Differentiation by resource                   | 6         |
| Differentiation by grouping                   | 7         |
| Differentiation by pace                       | 7         |
| Differentiation by outcome                    | 8         |
| Differentiation by support                    | 8         |
| Differentiation by questioning                | 9         |
| Differentiation and OFSTED                    | 9         |
| High expectations                             | 10        |
| Summary                                       | 10        |
| <b>2 Sequencing and planning for learning</b> | <b>12</b> |
| The learning cycle                            | 13        |
| Stages of the learning cycle                  | 17        |
| Summary                                       | 23        |



|          |  |           |
|----------|--|-----------|
| <b>3</b> | <b>Differentiation for learning: the start of the lesson</b>       | <b>24</b> |
|          | Bell work  | 25        |
|          | Learning outcomes  | 31        |
|          | The Big Question   | 36        |
|          | The first learning cycle: the starter activity                     | 38        |
|          | Benchmarking learning  | 39        |
|          | Review   | 55        |
|          | Start of the lesson: summary                                       | 56        |
| <b>4</b> | <b>Differentiation for learning in the main body of the lesson</b> | <b>58</b> |
|          | Sequencing the learning  | 60        |
|          | Mini-assessments   | 64        |
|          | The main assessment activity                                       | 66        |
|          | Differentiation by grouping  | 77        |
|          | Individual learning preferences                                    | 80        |
|          | Teaching assistants  | 80        |
|          | Cross-curricular collaboration                                     | 81        |
|          | Summary  | 82        |
| <b>5</b> | <b>Differentiation for learning: the final challenge</b>           | <b>84</b> |
|          | The Big Question   | 84        |
|          | Plenary activities   | 87        |
|          | Reflection   | 93        |
|          | Reverse bell work  | 94        |
|          | Home learning  | 94        |
|          | Summary  | 95        |
| <b>6</b> | <b>Assessment for learning and differentiation</b>                 | <b>97</b> |
|          | Prior information  | 97        |
|          | Which pathway?   | 100       |



|  |            |
|--|------------|
| Marking and feedback                     | 106        |
| Climate for learning                     | 109        |
| Summary                                  | 111        |
| <b>7 Questioning and differentiation</b> | <b>112</b> |
| Wait time and hands down                 | 114        |
| Open and closed questions                | 116        |
| Bloom's Taxonomy                         | 118        |
| 'Think, pair, share'                     | 123        |
| Developing a concept through questioning | 124        |
| Teacher input                            | 125        |
| Summary                                  | 126        |
| <b>8 Embedding differentiation</b>       | <b>128</b> |
| Introducing new techniques               | 129        |
| Quality assurance                        | 131        |
| Lesson study                             | 132        |
| Summary                                  | 133        |
| <b>Conclusion</b>                        | <b>135</b> |
| Bibliography                             | 139        |
| Index                                    | 142        |