

Hornsea School & Language College



Differentiation Policy

Created by:	Steve Lawrence	
Date Created:	September 2007	
Approved by:	Headteacher: 07.12.22	Governing Body: 07.12.22
Last Reviewed:	Date: October 2022	By: Rob Lewchenko
Date of Next Review:	November 2023	

DIFFERENTIATION POLICY

Rationale

At Hornsea we believe in putting the student first in every decision that we make. We believe that a broad and balanced education provides a critical foundation upon which our students can build in order to secure a brighter future.

Our aim is to nurture responsible, useful and kind members of the community who will go on to be tomorrow's leaders, writers, innovators, engineers, teachers, and citizens – as such, our curriculum is structured to try and create the conditions in which our students can excel and develop their resilience and originality.

Through differentiation we aim to match the curriculum to each student's needs and abilities thereby ensuring a genuine equality of opportunity, irrespective of age, disability, gender reassignment, race, gender, religion or belief or sexual orientation.

Purpose

This policy statement supports the aims of the curriculum. Curriculum information is now available via our website under the Student tab. Specifically we aim to meet the educational needs of all our students and provide access and challenge for those of the highest ability and those with additional needs.

In doing so we will

- identify students who are talented and or gifted and provide appropriate stimulation and challenge to enable further development through the taught curriculum or extra-curricular or enrichment opportunities.
- identify students who have experienced or will experience some degree of learning difficulty and provide appropriate support.
- discretely monitor vulnerable groups to provide information to support intervention.

Broad Guidelines

In the school we strive to achieve these differentiation aims by

- presenting work in class, for homework and for assessment purposes at different levels to enable core, supplementary and extension tasks to be accessible as often as possible
- work in close partnership with parents and carers when devising, monitoring and reviewing individual education plans to support the needs of our students
- work closely with colleagues in our partner feeder schools to enable a smooth progression between Key Stages 2 and 3 to achieve a seamless transfer where appropriate challenge and support is available from day one of secondary schooling
- assessing students in order to diagnose needs and group students for learning
- continually monitoring the curriculum, setting targets and evaluating our performance
- working closely with teaching assistants to help tailor resources to the needs of the individual.
- embracing fully 'assessment for learning' to tailor the curriculum to the individual to as great an extent as possible.

Conclusion

We aim to recognise each child as an individual with differing needs, abilities and expectations and to identify these needs and to meet them, within the limits of the available resources, and therefore to raise expectations and performance.