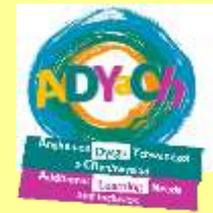


Effective differentiation and access to the curriculum

Additional Learning Needs and Inclusion Service (Gwynedd and Anglesey)

Gwynedd and Anglesey ALN&I Quality Officers and specialist teachers



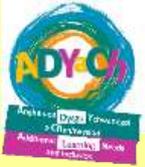


Objectives

By the end of this presentation, you will:

- Know the role of the teacher in adapting the curriculum to the needs of the learner.
- Have received further guidance on promoting good practice and collaborating to improve pupils' achievement.
- Be able to identify different methods of effective differentiation.



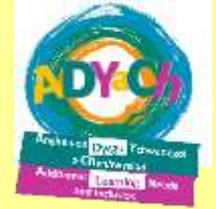


The Advantages of Differentiation

- A **slight** change to your teaching method can make a **huge** difference to **many** pupils by:
 - Increasing the success that pupils experience.
 - Having a positive impact on pupils' confidence, self-worth and self-esteem.
 - Improving their motivation for learning.
 - Encouraging self-referential learning behaviour and nurturing pupils' independence.



The outcome of effective differentiation ...

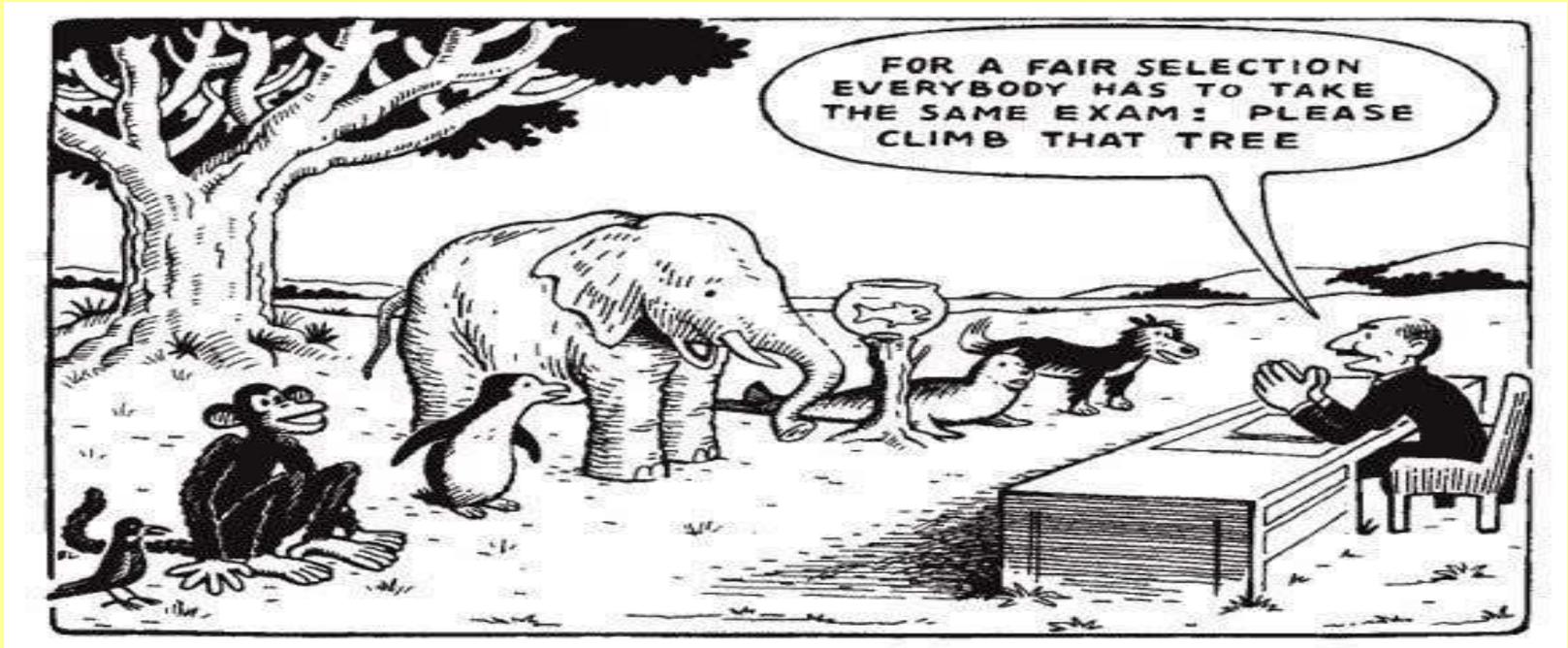


- Improved behaviour
- Better results
- Happier learners
- Happier parents



The duty of the school ...

- Schools have a duty to plan provision to ensure that every pupil makes good progress through:
- Mapping provision
- A differentiated curriculum
- Additional intervention





What is Differentiation?

- Differentiation is a medium that enables teachers to facilitate pupils' access to the curriculum by responding to, and meeting, their learning needs.

"No matter how enriching an environment is, it is not enriching for the child who cannot access it!"

-Sharon Drew
Including Children with Dyspraxia
(Featherstone Education)



Common Difficulties for Pupils

- Weak reading skills and/or difficulties in understanding text.
- A limited vocabulary or difficulty remembering vocabulary.
- Difficulty in recording and organising ideas on paper.
- Short-term memory difficulties - problems in organising themselves.
- Difficulty in starting, concentrating and persevering on a task.
- Weak fine motor skills/handwriting/use of equipment such as a ruler, etc.
- Difficulties in understanding spoken language and the ability to process language.



Part 2



Pupils with Specific Learning Difficulties (SpLD)/Dyslexia



- According to the British Dyslexia Association (BDA), it is estimated that in the region of **10%** of the population has Dyslexia and that approximately **4%** of the cases are regarded as profound.
- In Anglesey and Gwynedd, specific literacy difficulties are identified according to the British Psychological Society's (BPS) definition of Dyslexia. Note that the term Dyslexia is used descriptively rather than diagnostically in this definition.

*"Dyslexia is evident when accurate and fluent word reading and/or spelling develops **very incompletely** or with **great difficulty**."*

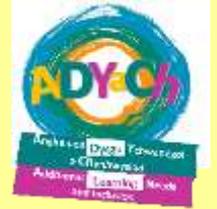
*This focuses on literacy at the **word level** and implies that the problem is **severe** and **persistent** despite **appropriate learning opportunities**.*

It provides the basis for a staged process of assessment through teaching."

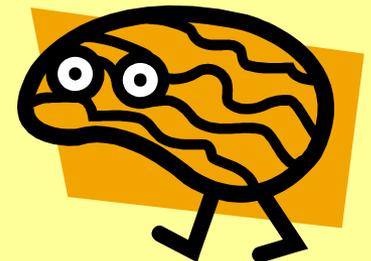
British Psychological Society (BPS), 1999

- A pupil does not have to have received an official diagnosis of Dyslexia to be able to benefit from differentiation and suitable adaptations.

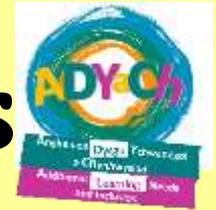
Common features of dyslexic/specific ALN pupils



- short-term memory weaknesses
- difficulty with sequencing/organising
- slowness in processing information
- weakness in visual and auditory perception
- appearing intelligent and able, but unable to put their thoughts on paper
- excelling in some fields
- clumsy
- behaving as a clown in class to hide what they regard as their academic failure
- silent and lonely, sitting at the back and not participating
- feeling low and lacking in confidence

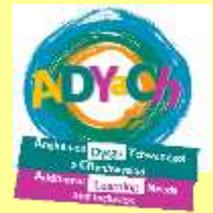


Differentiation methods

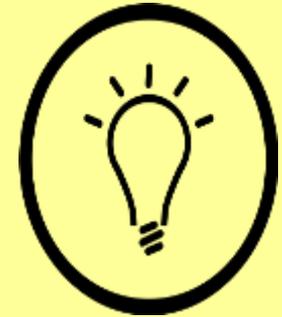


- ❑ Differentiating through task (with attention to content and presentation too)
- ❑ Differentiating through outcome (results)
- ❑ Differentiating through resources (materials)
- ❑ Differentiating through support (interventions)

Effective Strategies



- Use multi-sensory methods to promote memory and understanding
- Consider where a pupil sits in a room
- Use the child's name to draw attention
- Allow time to process information
- Provide brief instructions
- Mind maps/vocabulary maps
- Visual timetable
- Repetition
- Consider the size/type of font - 14, e.g. Comic Sans
- Extensive use of ICT and suitable software, e.g. apps - **Explain Everything, Tellgami, Popplet, Strip Design, Inspiration**
- **Be patient**



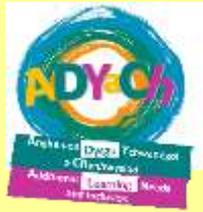
Differentiating tasks, content and presentations

Differentiating through a task refers to the process of adapting materials to ensure that they are suited to the range of pupil abilities and attainments.



Possible ideas:

- ✓ Abridged versions of books and textbooks.
- ✓ Audio books.
- ✓ Use a dyslexia-friendly font, e.g. Arial, Century-Gothic, Comic Sans, size 14+ to make it easier for pupils to read.
- ✓ Use coloured paper or change font colour to facilitate the reading.



- ✓ List key points in bullet points.
- ✓ Use headings and sub-headings - this kind of structure makes it easier for a pupil to read and comprehend.
- ✓ Present information visually, e.g. mind maps, spider grams, tables, diagrams, etc.
- ✓ Highlight key words and phrases.
- ✓ Consider the volume of information - cut down on how much is presented at any one time.



Differentiate through resources (learning materials and support)



The use of resources can be very effective when supporting pupils. However, they need to be regarded as something that is supplementary to and adds to other approaches. They should not be depended upon as the main method of differentiation.

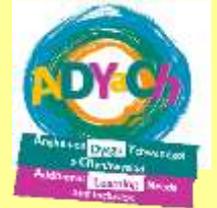
Here are some general resources to provide in class to be available for every pupil as required:

- General and personal dictionaries
- A list of sentence openings and work planning frames
- Handouts that note down the key vocabulary and information to save having to copy from the whiteboard
- Small whiteboards and a supply of dry wipe pens to make notes and practise
- Pastel-coloured paper
- Post-it notes
- iPads or other equipment to record notes or take photos



Activities to develop concentration

- Use objects, models and visual items to promote understanding
- Allow time to process information
- Provide brief instructions
- Use mind maps/vocabulary maps/flow diagrams, lists to summarise information
- Use Post-it notes
- Create a visual timetable
- Repetition
- Consider background colour on presentations and handouts
- Vary the colour of paragraphs or sentences to attract attention.
- Provide a checklist of instructions to tick off



Key Words

- appropriate
- simple
- font
- size



- ✓ Learn, discuss the meaning and practise any new vocabulary in advance.
- ✓ Type the key words in a box.
- ✓ Use appropriate pictures to explain and remind.
- ✓ Underline important points or facts to draw attention.
- ✓ Split the task/information **under headings** and **sub-headings**.
- ✓ Do not use too many adornments on the handout, e.g. a busy border - it may divert attention from the text.

Day-to-day adaptations in class

1. Ensure that the pupil sits near the teacher in order to provide support without attracting attention.
2. Discover the pupil's interests and the things in which he/she succeeds; provide opportunities to display and celebrate those skills in order to experience success.
3. Allow the pupil more time to complete a task.
4. Expect less of a volume of written work.
5. Assess written work on its content rather than the spelling and punctuation.
6. Do not put the pupil under pressure to answer questions. They may be slow in recalling information, therefore wait for them to put their hand up. Do not put them under pressure to read aloud in class unless they ask to do so.



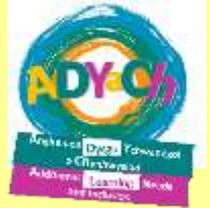
Continued ...



7. Use numbers instead of bullet points when drawing up a list or instructions. Every bullet point looks the same and it's easy to lose your place.
8. Use a highlighter in tasks to avoid having to go back to search for information.
9. Ensure that spoken instructions are clear and simple. If necessary, ask the pupil to repeat instructions to ensure that he/she understands the requirements of the task.
10. Break down a long task into smaller steps.
11. During writing activities, use a mat that contains a key vocabulary. Learn a new vocabulary in advance.
12. Use writing frames and planning grids to organise ideas before setting about writing.



Recording and Presenting Work



- Consider alternative ways of presenting work. If the focus is on sharing information, encourage the pupil to use: a voice recorder, design a poster or draw a picture/take a photograph, play a role, make diagrams, use mind maps (e.g. www.popplet.com) or PowerPoint.
- Develop and improve typing skills (through appropriate games and programmes). Allow the pupil to record work electronically when this is appropriate. This allows access to spell-checking software too.
- Try out apps or computer programmes that read the text aloud or record the voice in order to document ideas.

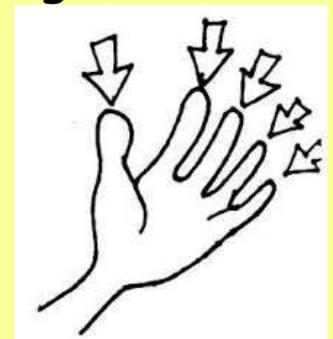


Discover reading material suited to the pupil's level

The Five Finger Rule



- Ask the pupil to read a page from a book.
- For every word that the pupil trips over, he/she should raise a finger or thumb (or use any other method of counting).
- If he/she raises five fingers before the end of the page, the material is too challenging.
- This trick can be taught to the pupil to help himself/herself to choose a reading book.
- This will need to be borne in mind when forming work sheets, written instructions, etc.



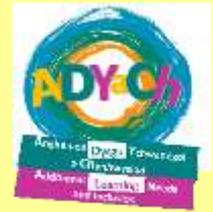
Specific ALN/Dyslexia-friendly Schools



- Create a whole-school Specific ALN-friendly ethos by raising awareness and providing training for all staff. Ensure consistency and commitment across the school.
- Consider the quality of the learning, giving particular attention to differentiation, interventions and access to support resources.
- Classes - create a supportive environment that promotes learning and encourages success through:
 - 1) **physical environment** e.g. reduce background noise, have suitable lighting, order and access to resources.
 - 2) **social environment** e.g. awareness of bullying, other pupils, teachers, friendship.
- Parents - ensure a good relationship and effective communication between the school and the home.



Part 3





Joffe. V . L (2013), Going to Secondary School with a language Impairment. AFASIC 2013.



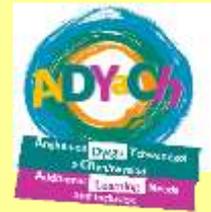
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Cyrchwyd 15/10/2015

Visual strategies that can be used to differentiate (ASD Language Pupils)



- Support pupils to become independent learners - use visual timetables, colours to indicate various subjects, reminders on mobile phones.
- Learn a new vocabulary - word banks at the back of each subject/theme book.
- Support pupils' ability to remember - conduct practical or role-play activities.
- Support pupils to plan their work - be flexible when asking pupils to record, use grids with headings, mind maps.
- Use visual methods such as comic strips to explain/analyse events.
- Be aware of Elklan Blank Levels questions when asking learners questions.

The duty of every teacher



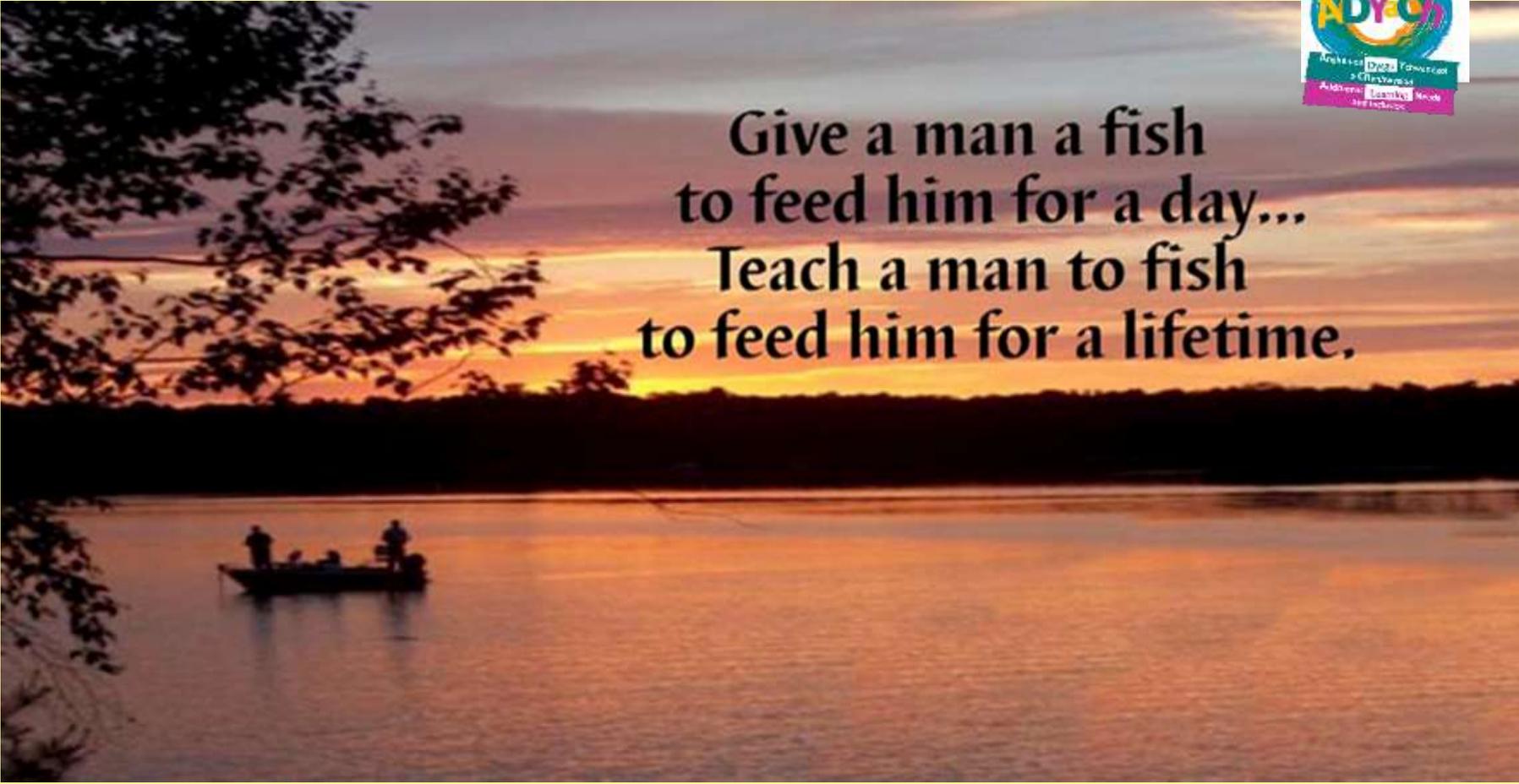
- Differentiate by giving consideration to the order of learning and pupils' ability.
- Ensure that using sets or streams does not supersede differentiation.
- Observe and monitor the progress of each learner in their care.
- Raise awareness of any concern with the Headteacher and ALNCo.

(Code of Practice 2002)

What is the role of a teaching assistant?...

- Ensure the development of learners' independence.
- What is expected of them on a daily basis?
- What is expected of the pupils?
- Differentiated activities?
- Monitoring progress/success.
- Feedback/appraisal arrangements?
- Ensure constant communication with the teacher.

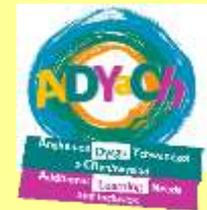




Give a man a fish
to feed him for a day...
Teach a man to fish
to feed him for a lifetime.

- Ensure regular discussion and joint-planning with teaching assistants.
- **Avoid doing the work for the pupil in order to nurture confidence to become independent. Step back for a while when the pupil is confident.**

(Blatchford et al 2012; Farrell et al 2010)



Adaptations to the curriculum.

Physical/ecological adaptations to the room.

Adapting tasks, methods of questioning and assessments.

Access to educational and support technology, e.g. iPad, camera, voice recorder, specialist equipment.

Use pair work and group work creatively.

Support from teaching assistants and/or colleagues.

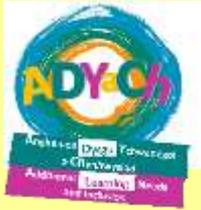


Burns and Purcell. 2002

Clarke S. 2014

Hibernia. 2010

When differentiating instructions, here are the three questions to ask yourself constantly ...



What do I need my learners to know, understand and do?

How do I provide instruction for them to accomplish this?

How do my learners show what they have done and understood?

To be borne in mind ...



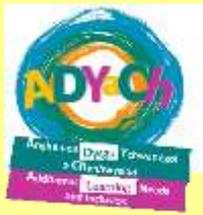
Consider the aim of the work sheet or task. Promote further research? Practise skills? Introduce new information? Practise skills?

Ensure that the task is suited to the ability of the target group. Are they going to understand the content and purpose of the exercise?

Consider whether the reading book is simple enough and yet poses a challenge.

It must be ensured that the learning objectives are realistic for every lesson so that each pupil has some success!

The aim should be three tiers of differentiation in general to ensure that the entire class experiences success.



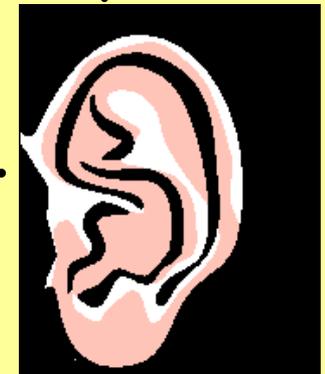
Work sheets. Ensure that ...



- any work sheet has been printed in an appropriate font, e.g. Comic Sans, Arial.
- of a suitable size to keep the pupil on task - usually size 12-14.
- appropriate spacing between paragraphs, sentences or points.
- do not use capital letters throughout.
- ensure that a page does not include too much information.
- ensure that there is no more than one instruction in a sentence for some, two for others.



- Use their strengths.
- Support their weaknesses.
- What is their most effective method of learning? It may be better kinaesthetically and visually.
- Use equipment to understand and make.



Something to consider ...



“Note that differentiation relates more to addressing students' different phases of learning from novice to capable to proficient rather than merely providing different activities to different (groups of) students.”

John Hattie, *Visible Learning for Teachers* (2012)