Cheadle Hulme School

DIFFERENTIATION POLICY

This Policy is applicable to all pupils in the School including those in an EYFS setting.

Please also refer to Equality & Diversity Policy

Please follow this link for the relevant procedure on the School's intranet: Learning Enrichment Strategy; Learning Support Procedure; Differentiation Procedure

Introduction

The School aims to ensure that *'each student experiences a challenging, dynamic and relevant education which enables them to reach their full academic potential'*.

The School recognises that whilst pupils differ in race, gender, maturity, motivation, background and personality, as well as in academic ability and preferred learning styles, each has an equal right to being able to achieve success at the highest level attainable by them.

The School defines differentiation as:

A planned process of intervention at the classroom level, including but not limited to teaching methods, assessment methods and learning activities, which maximise the individual's potential.

At CHS, differentiation supports all pupils. Teachers identify teaching and learning activities and resources that relate to pupils' prior learning, their individual differences, aptitudes and interests in order to facilitate each student's progression to higher levels of individual attainment. We regard differentiation as being:

- centred upon individual challenge
- relevant to every age group
- an Equal Opportunities issue, relating to the right of access to the curriculum.

Whole School Support

The School will support effective differentiation by:

- Promoting differentiation as an on-going and evolving priority in teaching and learning;
- Providing guidelines that will allow teachers to consider all aspects of differentiation when addressing particular needs;
- Assisting teachers in targeting priority areas and the setting of realistic, achievable departmental targets, based upon the ability range of pupils within each cohort;
- Providing teachers with access to academic data on the pupils;
- Providing CPD opportunities for teachers to develop their skills in effective differentiation;
- Nurturing the setting of individual attainment targets and statements of attainment.

Date of approval by Governors: July 2016

Date of approval by Head and Second Master	July 2016
Proposed review date:	June 2017
Governor Group responsible:	Academic and Attainment
SLT member responsible:	Deputy Head Teaching & Curriulum
Relevant Procedure:	Differentiation Procedure; Learning Enrichment Strategy; Learning Support Procedure