

DIFFERENTIATION

QUICK QUIZ

What would your answers be?

Mixed Ability Grouping: Do or Don't?

		Do	Don't
1	Teach to the middle		
2	Plan 3 lessons for every class		
3	Communicate the same high expectations to all students and offer the same tasks, regardless of prior attainment.		
4	Over-rely on high attainers explaining to others		
5	Establish fixed within-class 'ability' based groups		
6	Plan 'rich' tasks that pupils can access at different levels		
7	Teach to the top and then support and scaffold		

Dos and don'ts of mixed attainment grouping

Do practice differentiation

Students will start your lesson with different levels of prior knowledge and understanding. We recommend differentiation through questioning, feedback and outcome. Pre-teaching may also be helpful.

Do change in-class groupings regularly

Fixed table groups based on 'ability' share many of the same negative impacts on low prior attainers as setting and streaming.

Do have high expectations of all students in the class

A key benefit of mixed attainment grouping is that teachers can communicate the same high expectations to all students and offer the same tasks, regardless of prior attainment.

Do plan rich tasks that students can access at different levels and receive feedback

Students will benefit from feedback on their work, so choose tasks that all students can access (potentially at different levels), and which provide opportunities for feedback from peers as well as the teacher.

Do encourage a classroom climate where students support one another

All students benefit from articulating their ideas and listening to the ideas of others.

Don't teach to the middle

It can be much more effective to teach to the top and ask yourself what you need to do to make the planned learning objectives accessible for all your students.

Don't establish fixed within-class 'ability' groups

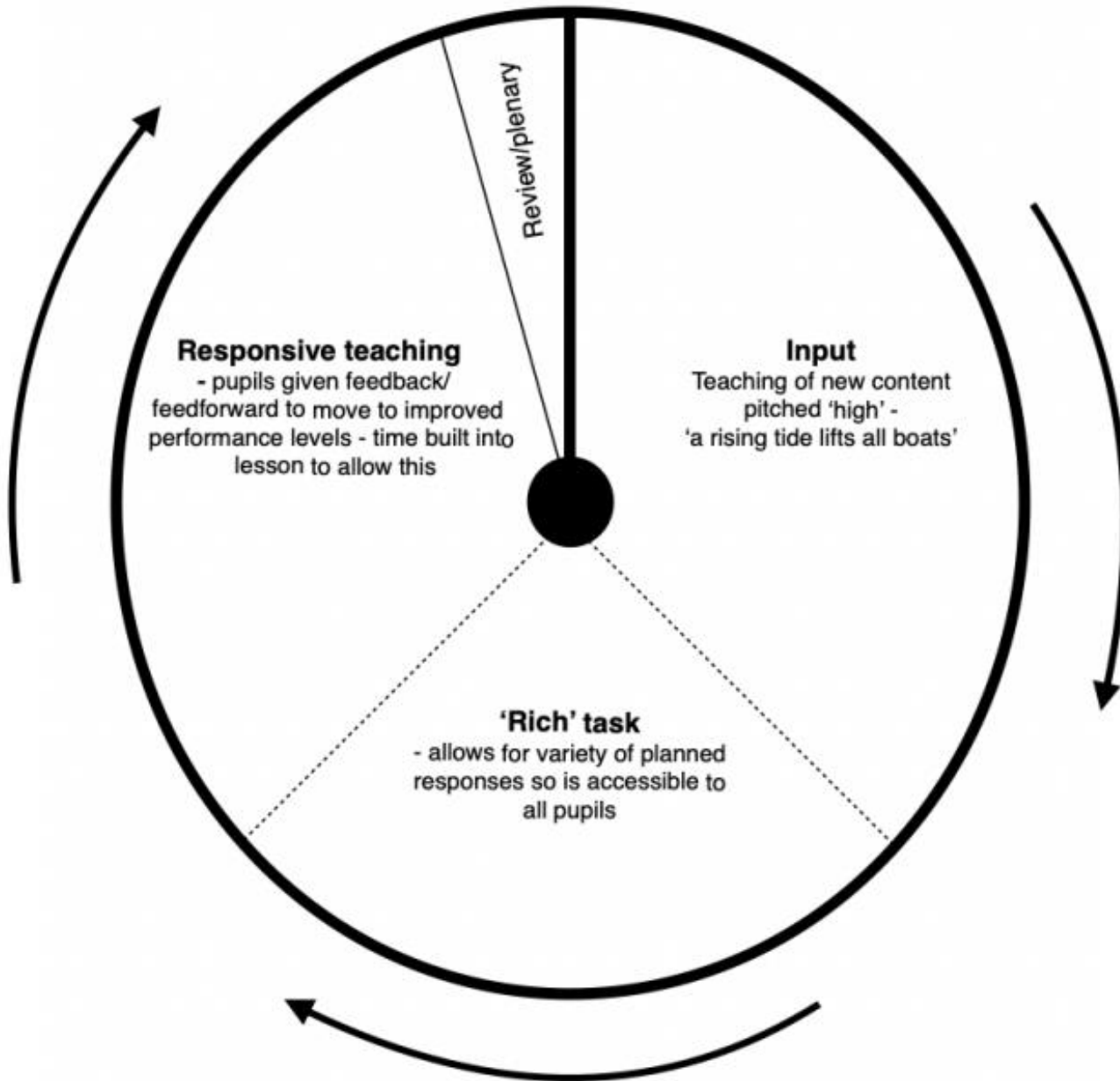
Fixed groups can mean that students develop ideas about their 'ability' and 'potential' being fixed. Flexibility avoids this, and ensures that groups are changed according to pedagogic demands of the particular lesson, as well as providing diversity in students' learning from one another.

Don't plan three lessons for every class

Mixed attainment grouping should not mean an unrealistic workload for teachers. Rather than differentiation by task or resource, try differentiation by questioning, feedback and outcome.

Don't over-rely on high attainers explaining to others

Explaining learning to others can be very effective, but be careful not to depend too often on using high attaining students as explainers, as this can be frustrating for high attainers and patronising to students at other attainment levels.



Lessons of any length should follow these 3 steps:

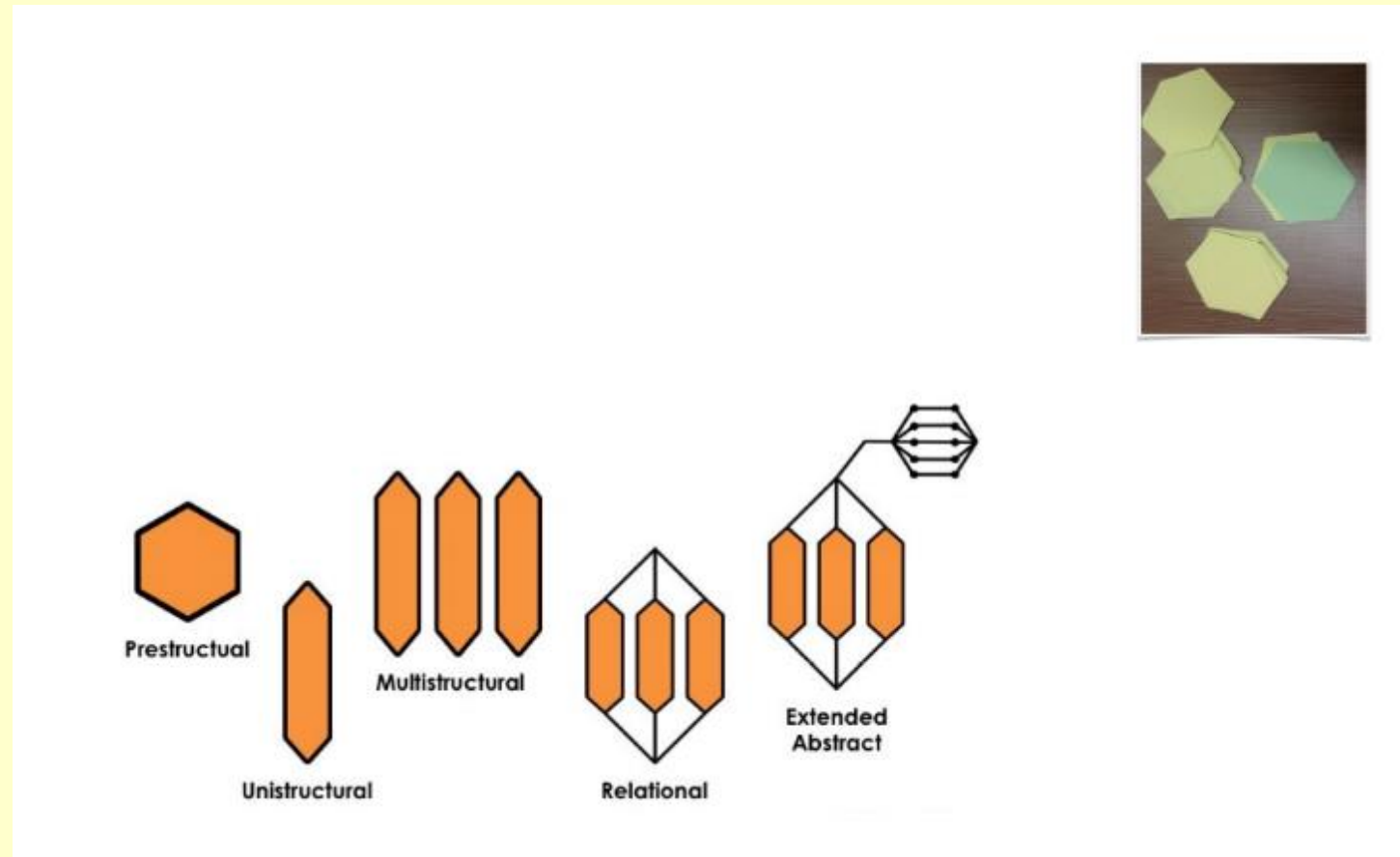
- Input
- Rich task
- Responsive teaching

Rich Task 1 - SOLO

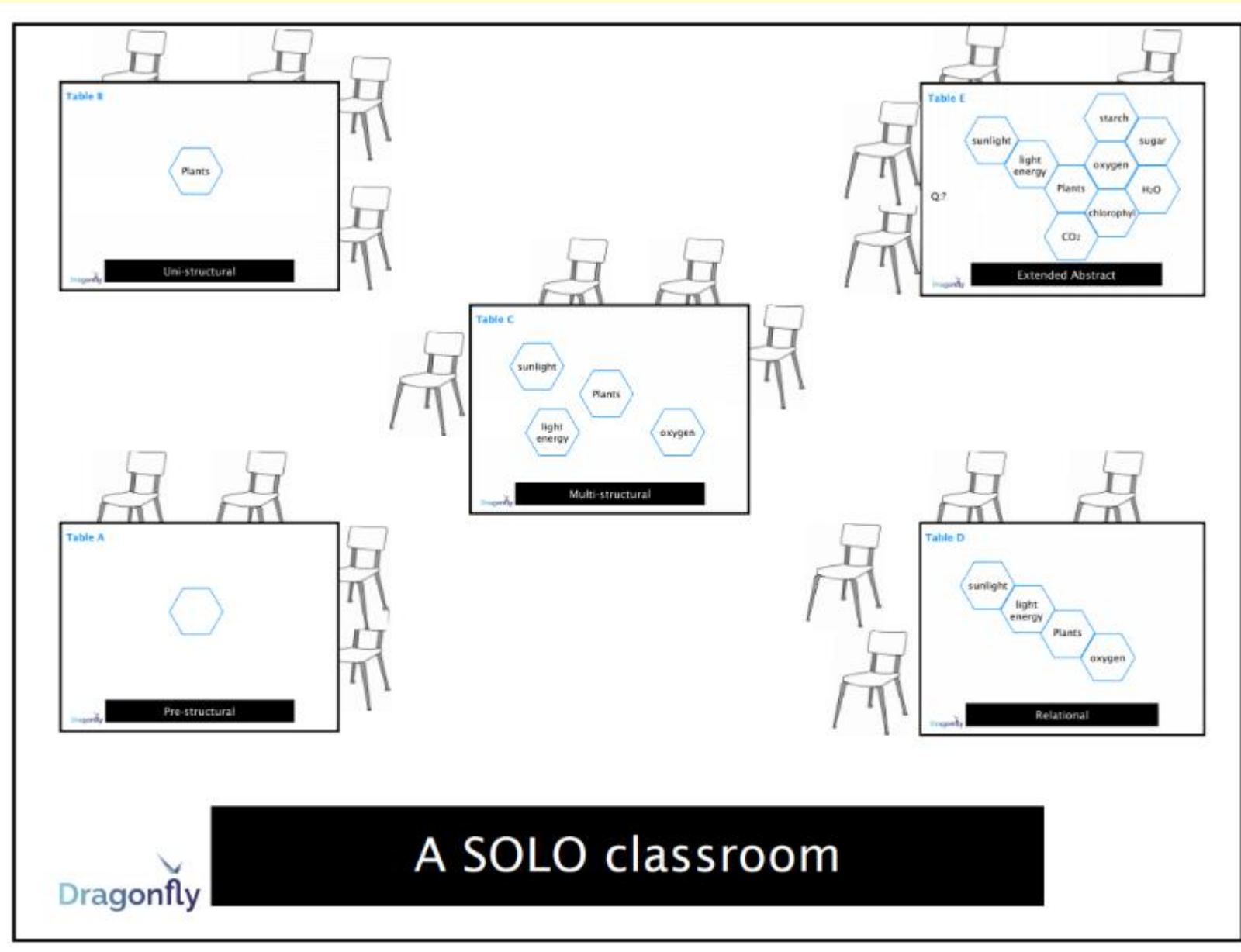
- Teacher imparts new knowledge (talk, videos, resources etc).
- Using the hexagons - one idea per hexagon - pupils write down everything they know, joining ideas if they can.
- There are 5 possible outcomes

SOLO Taxonomy:

- Structured
- Observed
- Learning
- Outcomes



What that looks like in a classroom:



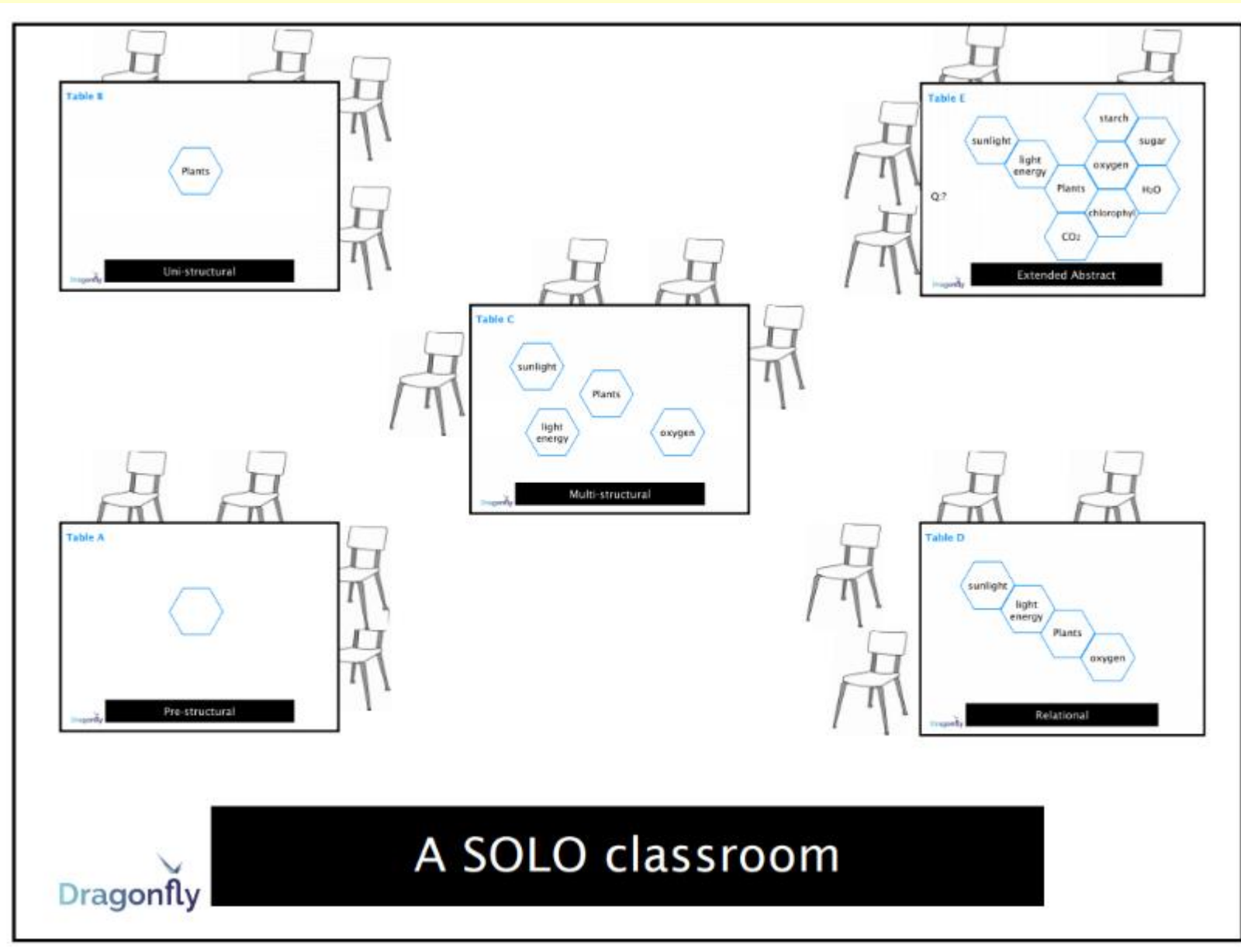
Option A:
Ask them to relook at
the info

Option B:
Give clues. Prompts.

Option C:
Ask them some
questions.

Option D:
Use envoys from other
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Rich Task 2 - Visual Literacy:

a b c d e f g h i j k l m n o p q r s t u v w x y z



Rich task 2: Visual literacy



- 1. Give pupils certain letters and ask them to come up with words to describe the image

a b c d e f g h i j k l m n o p q r s t u v w x y z

c	d	s	t	w



Visual Literacy

Rich Task 2 - Visual Literacy:

a b c d e f g h i j k l m n o p q r s t u v w x y z

c	d	s	t	w
clasping	doorway	stool	tressle	window
couple	dismay	sitting	talking	women
child	dowager	sombre	thoughtful	whicker
cobbles	dealer	shawl	trade	wares
community	daughter	signage	transactions	working
class	drab	smock	troubled	walls

2. These can then be used in a variety of ways:

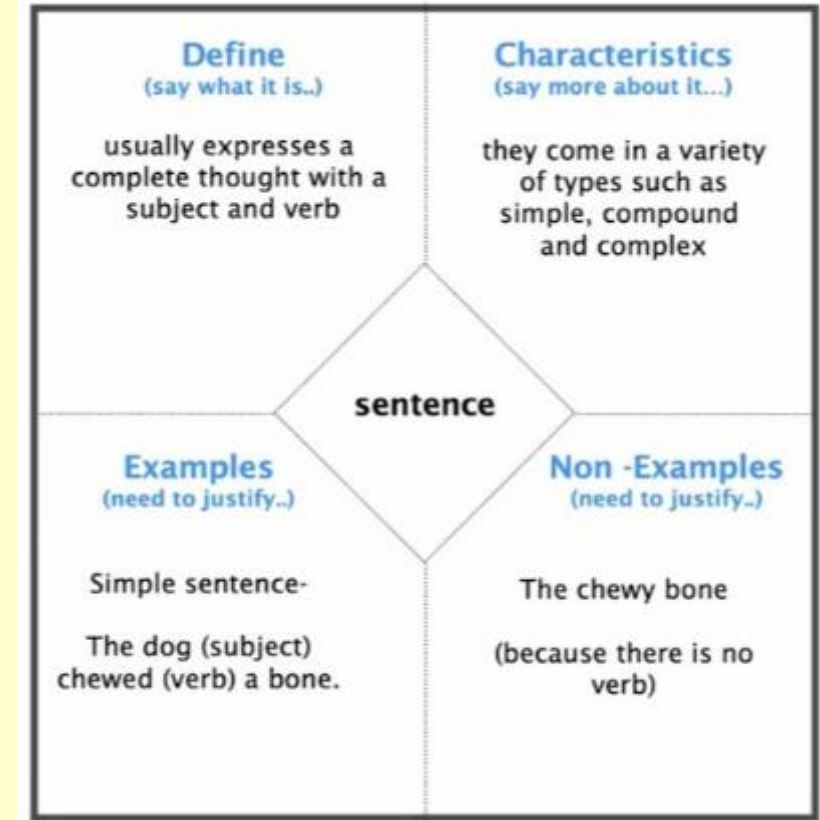
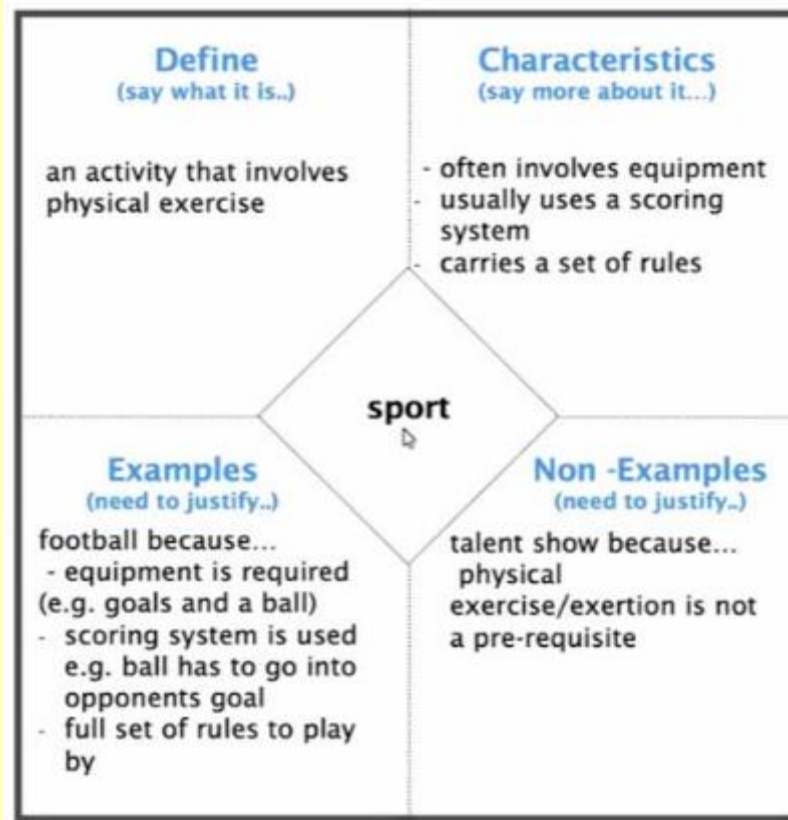
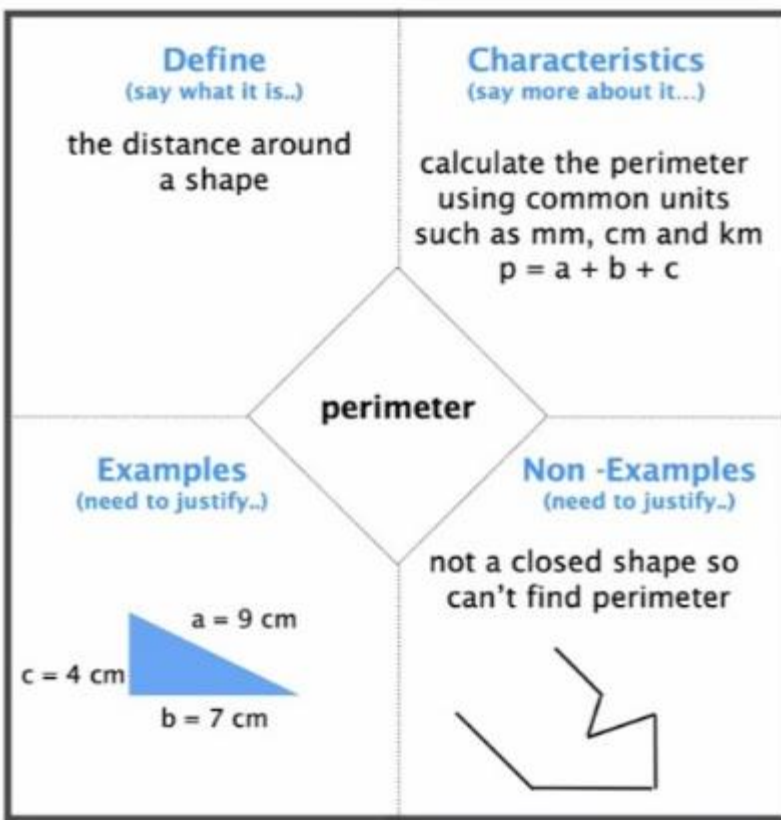
- Categorise words e.g. noun, verb, adjective
- Explore themes such as poverty or affluence

3. Set an extended abstract task to speculate, predict, link to modern society, other topics or curriculum areas

Can select or leave out letters to direct, focus or challenge pupils.

Letter table is very flexible.

Rich Task 3 - Frayer Model:





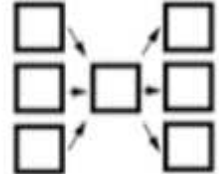
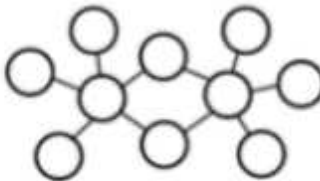
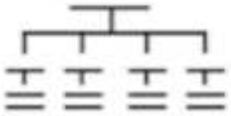

Grids can be created by pre-printing, drawing in books or folding a piece of paper.

Central idea needs to be chosen carefully:

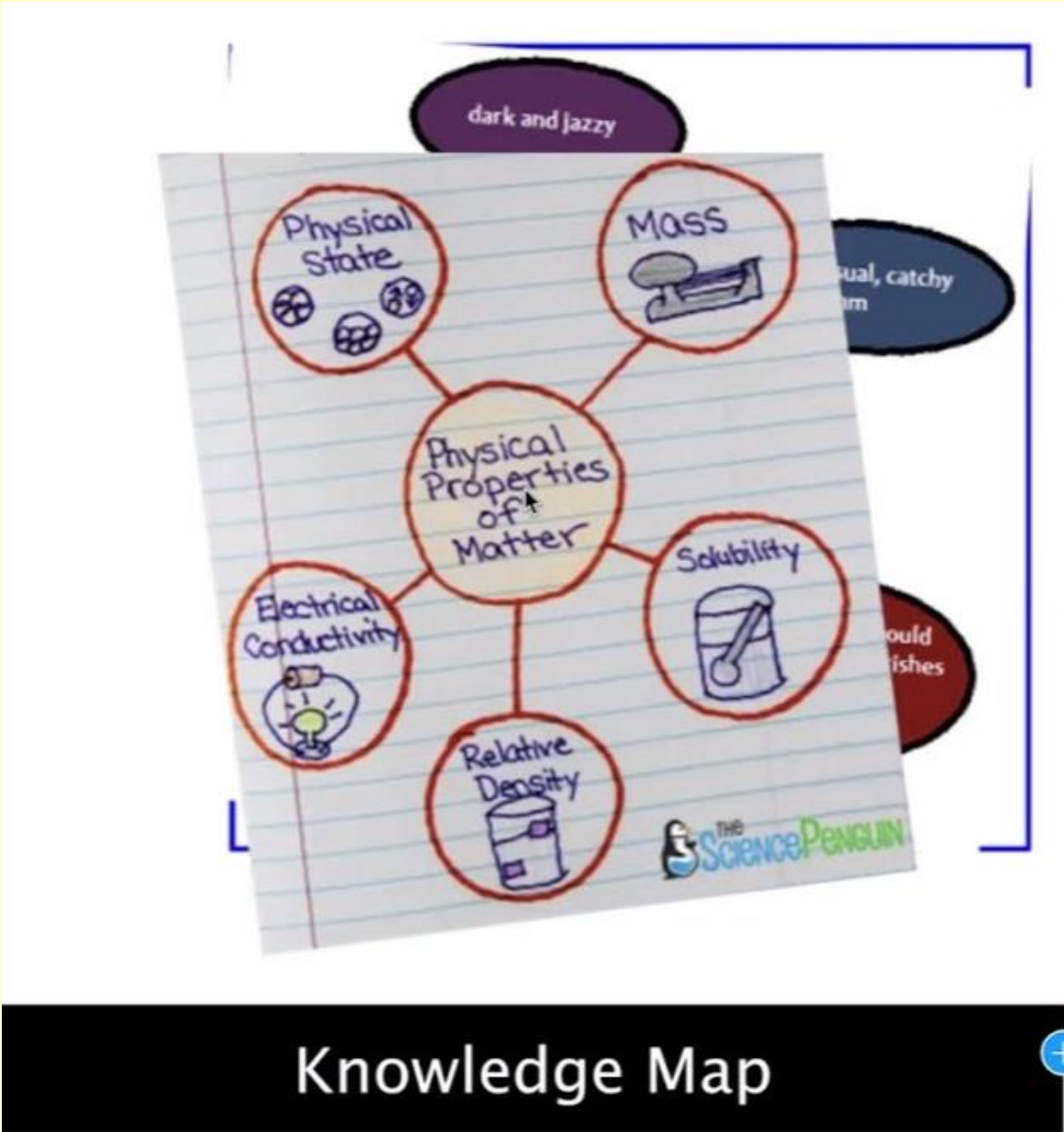
- Concept, not a noun
- Need to be able to come up with an example and non-example

Can be used to explore styles, genres, a word.

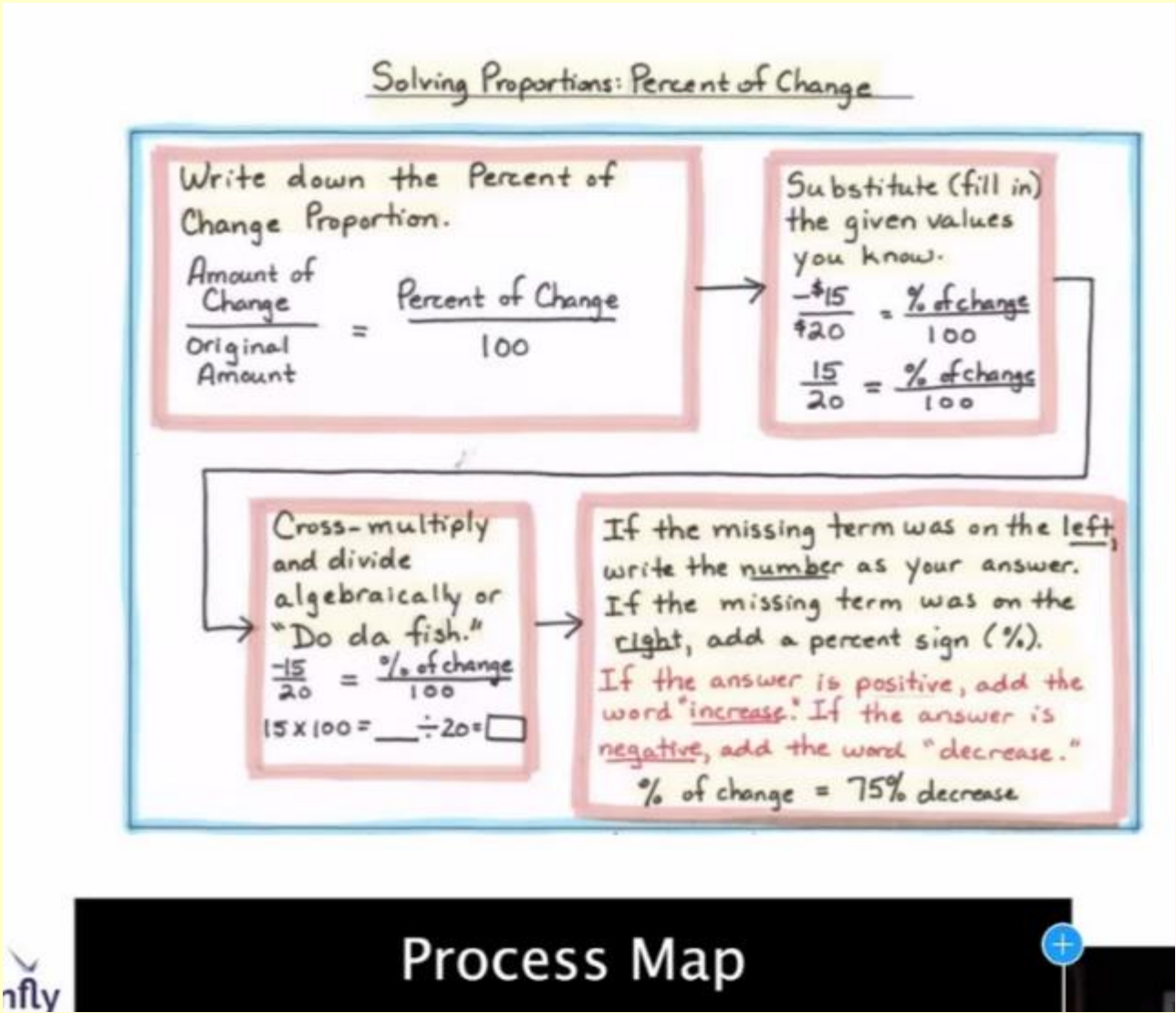
Rich Task 4 - Graphic Organisers:

Knowledge  (recall/description)	Process  (order/sequence/method/chronology)
Cause/effect  (Input/output)	Similarity/difference  (compare/contrast)
Classification  (themes/groupings/sorting)	Analogy  (metaphor/showing same thing but in a different way)

Rich Task 4 - Graphic Organisers:

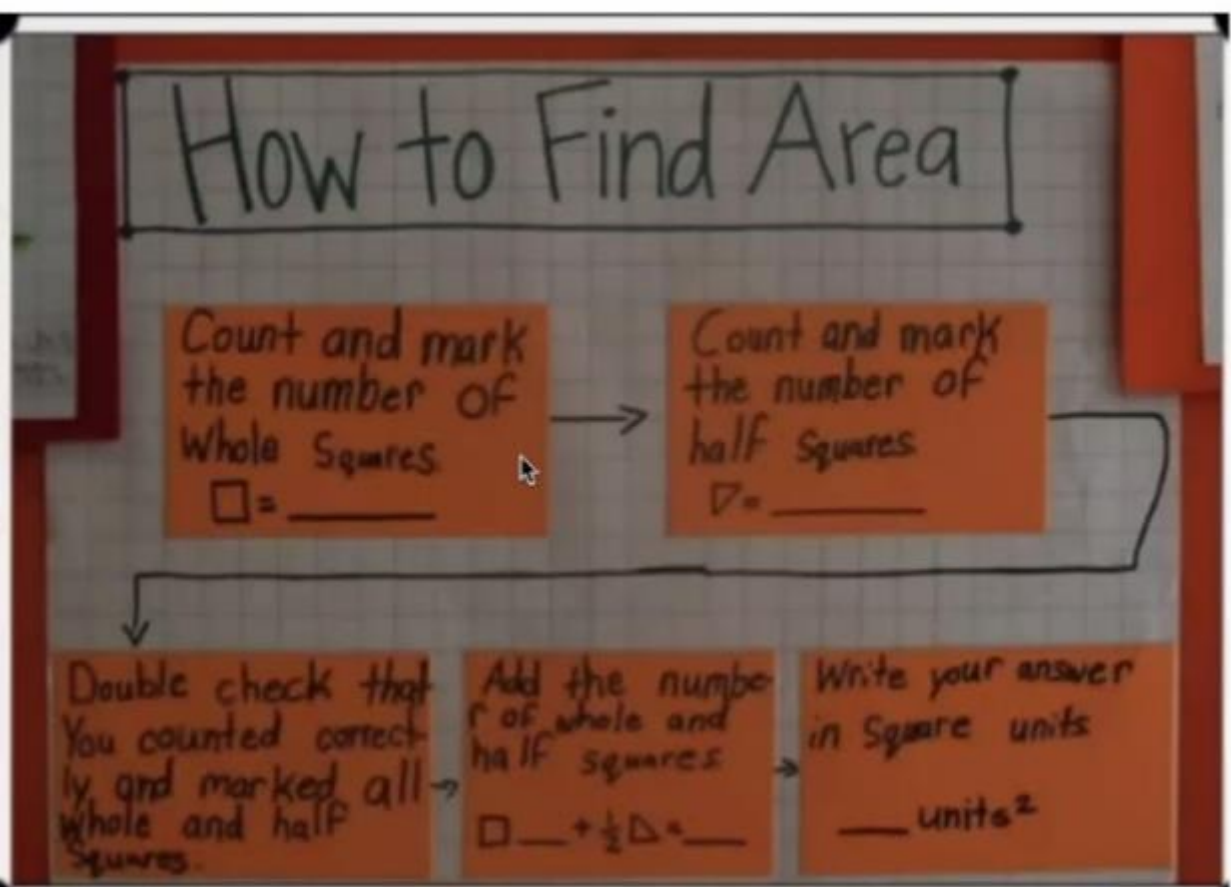


Knowledge Map

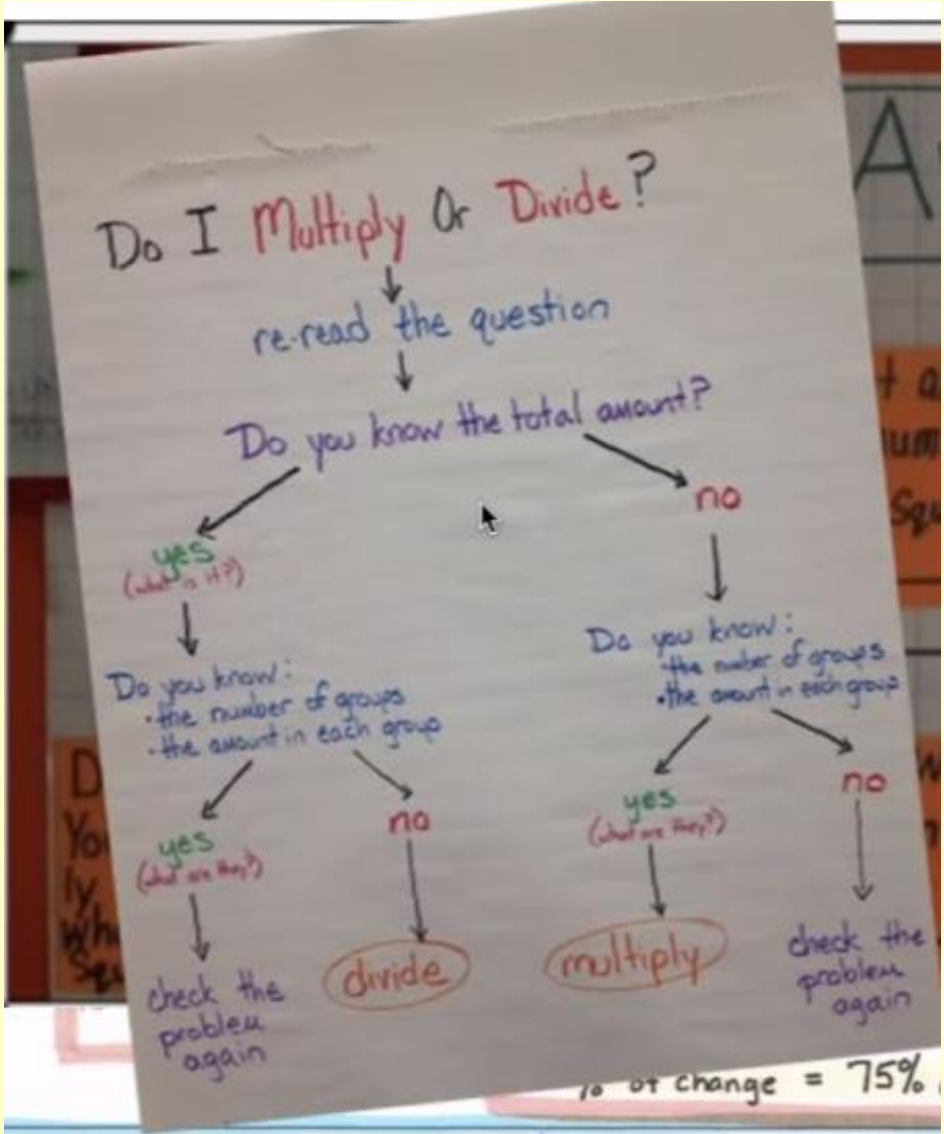


Process Map

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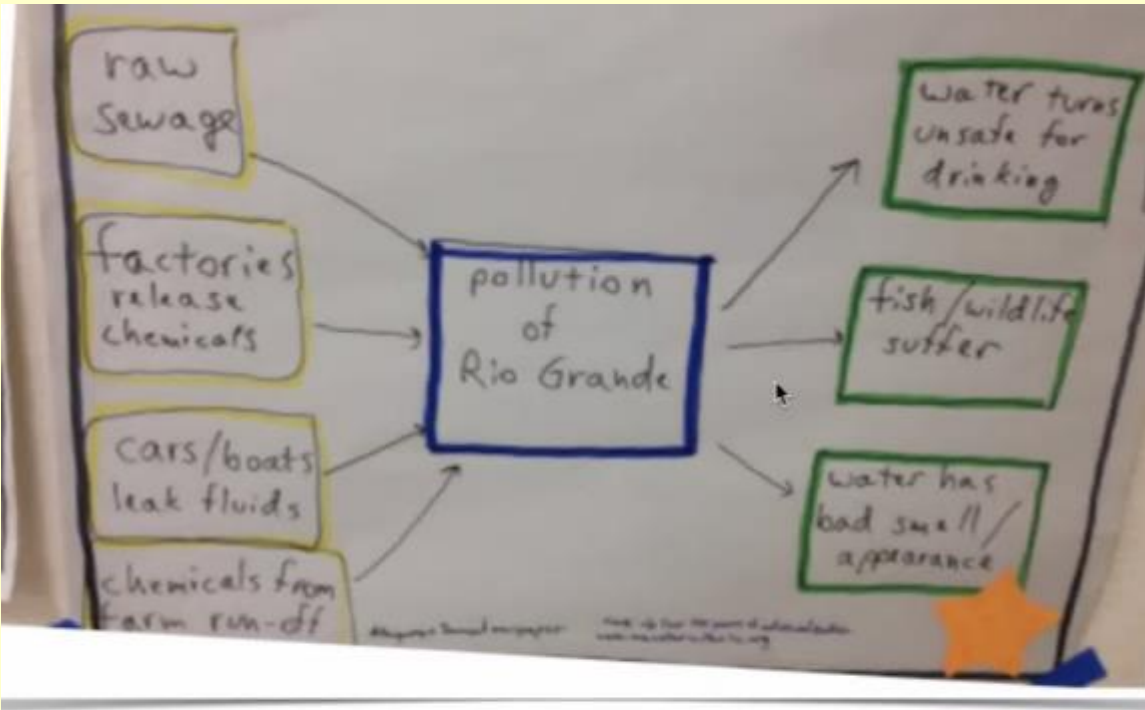
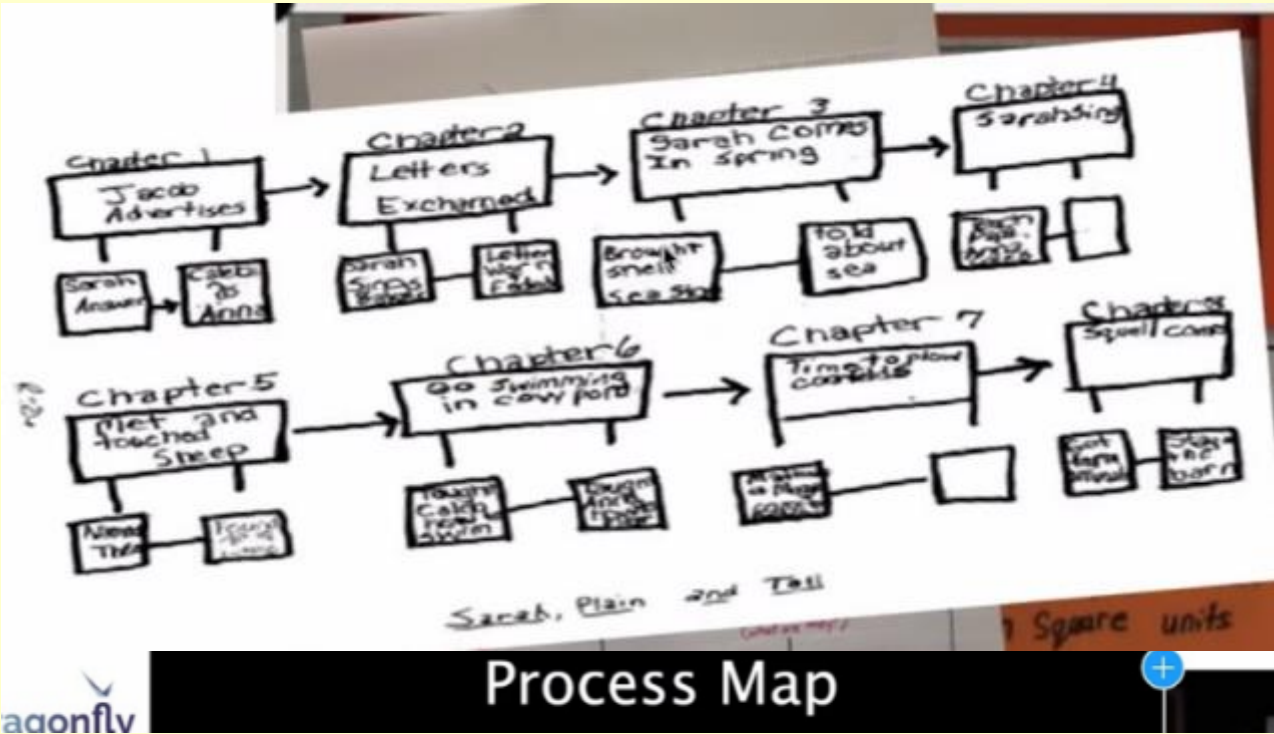


Process Map

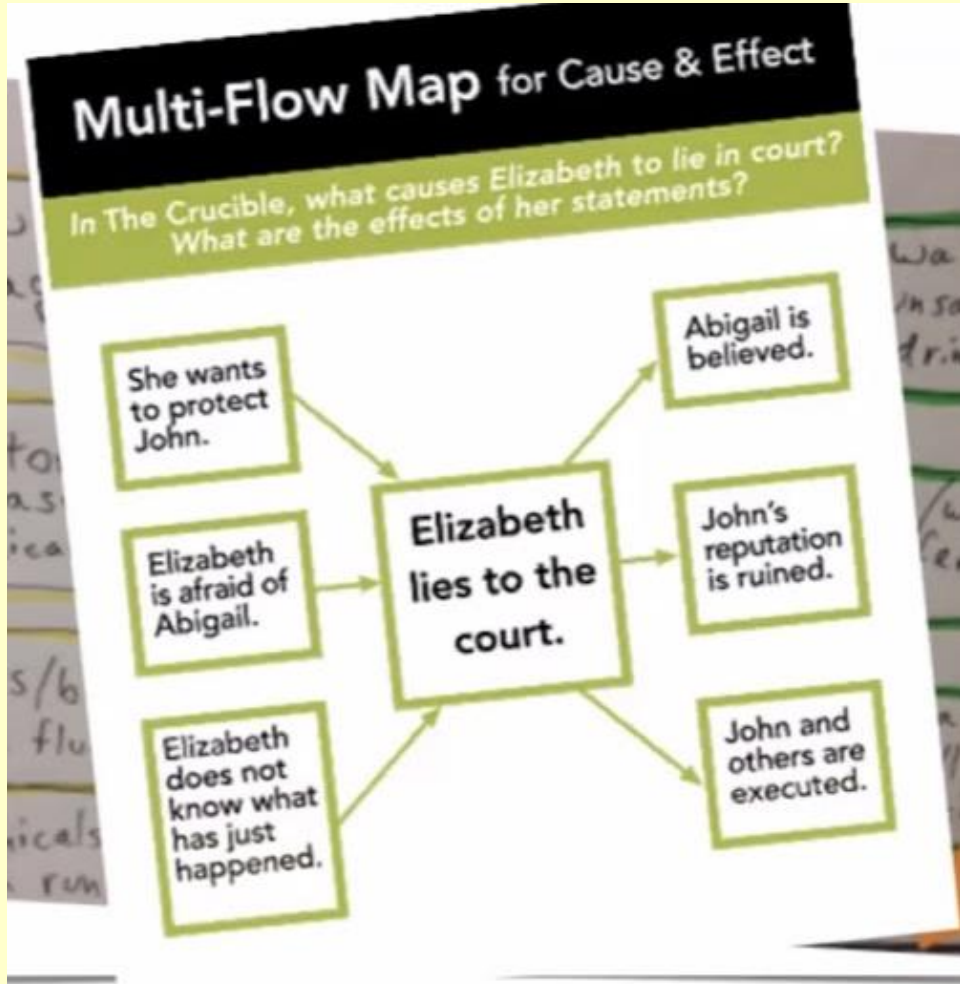


Process Map

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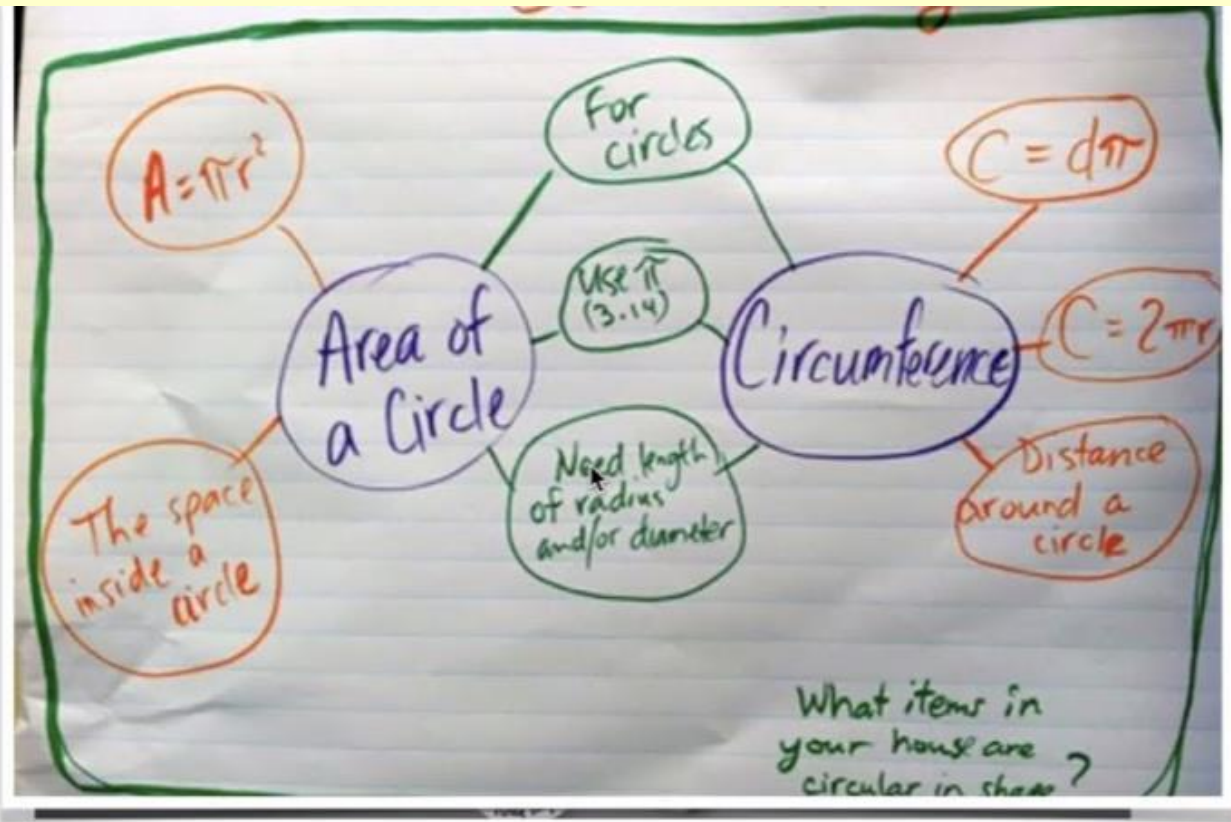


Cause/Effect Map

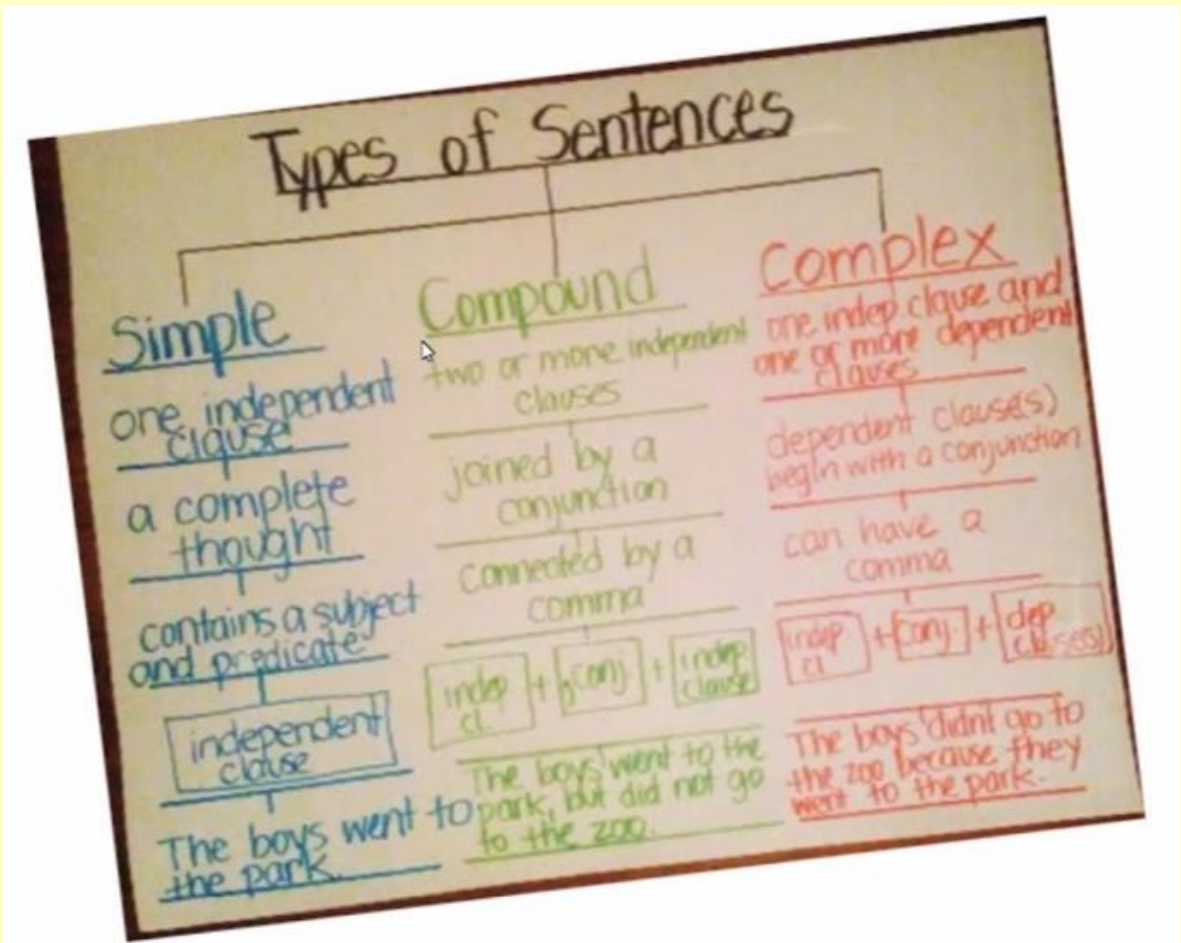


Similarity/Difference Map

Rich Task 4 - Graphic Organisers:



Similarity/Difference Map

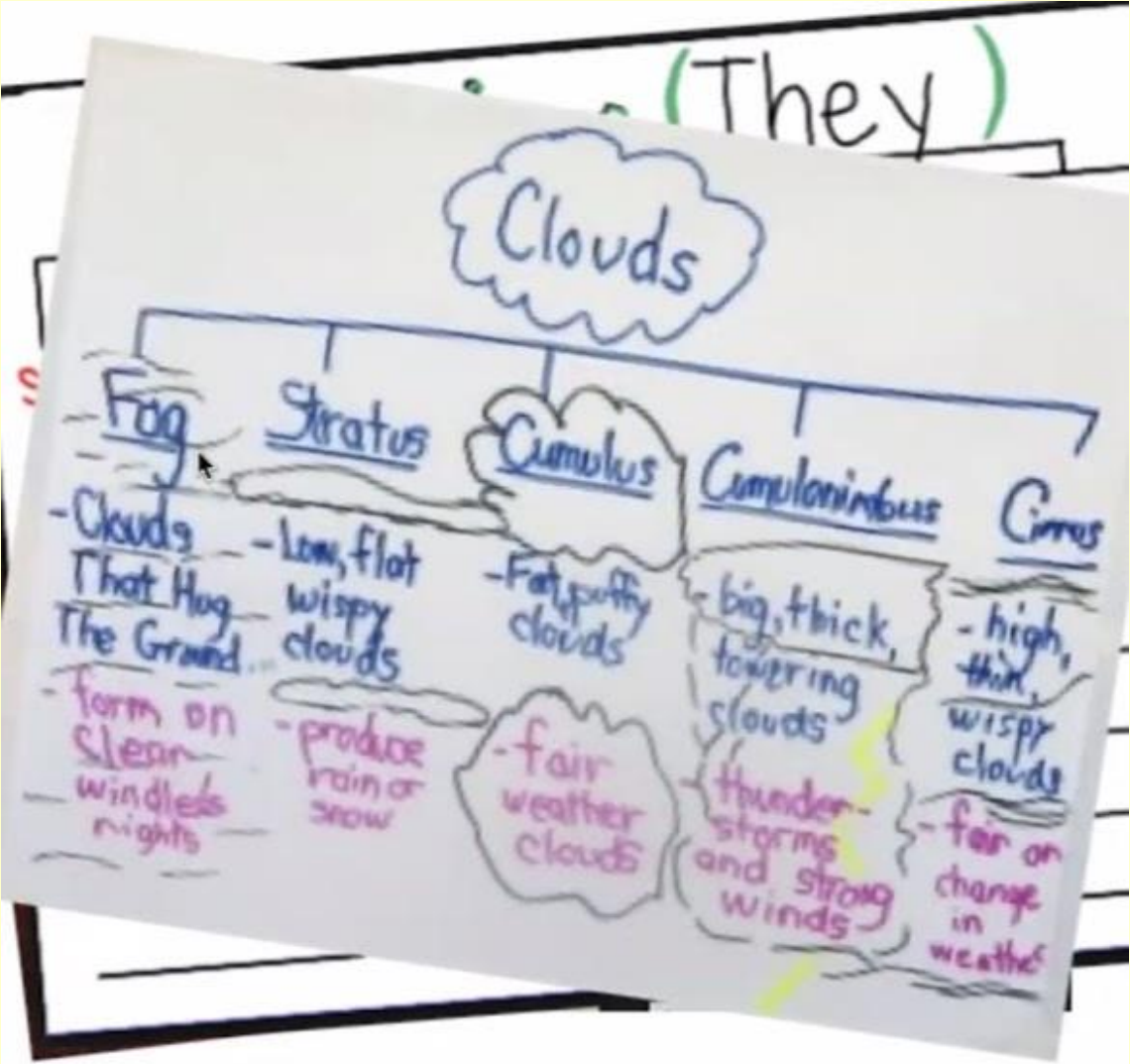


Classification Map

Rich Task 4 - Graphic Organisers:




Classification Map



Classification Map

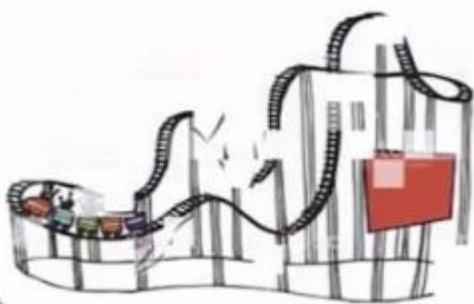
Rich Task 4 - Graphic Organisers:

family ancestry



Analogy Map

fluctuating emotions



Visualisation Map

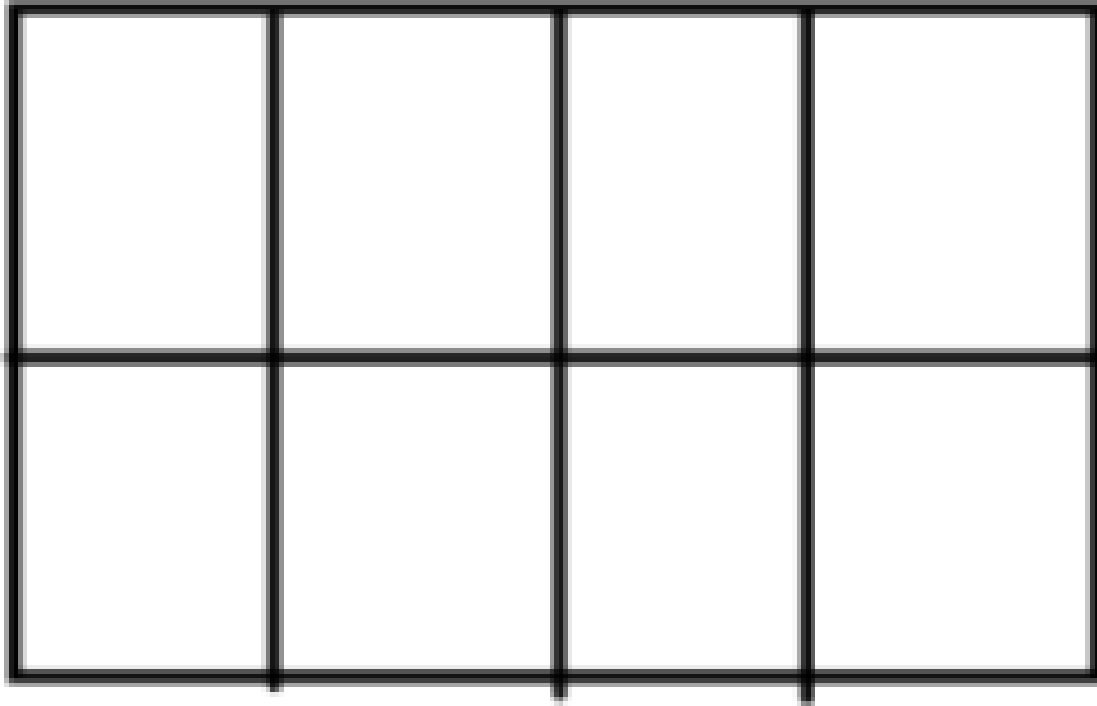
Rich Task 5 - Sketchnotes:

Steps:

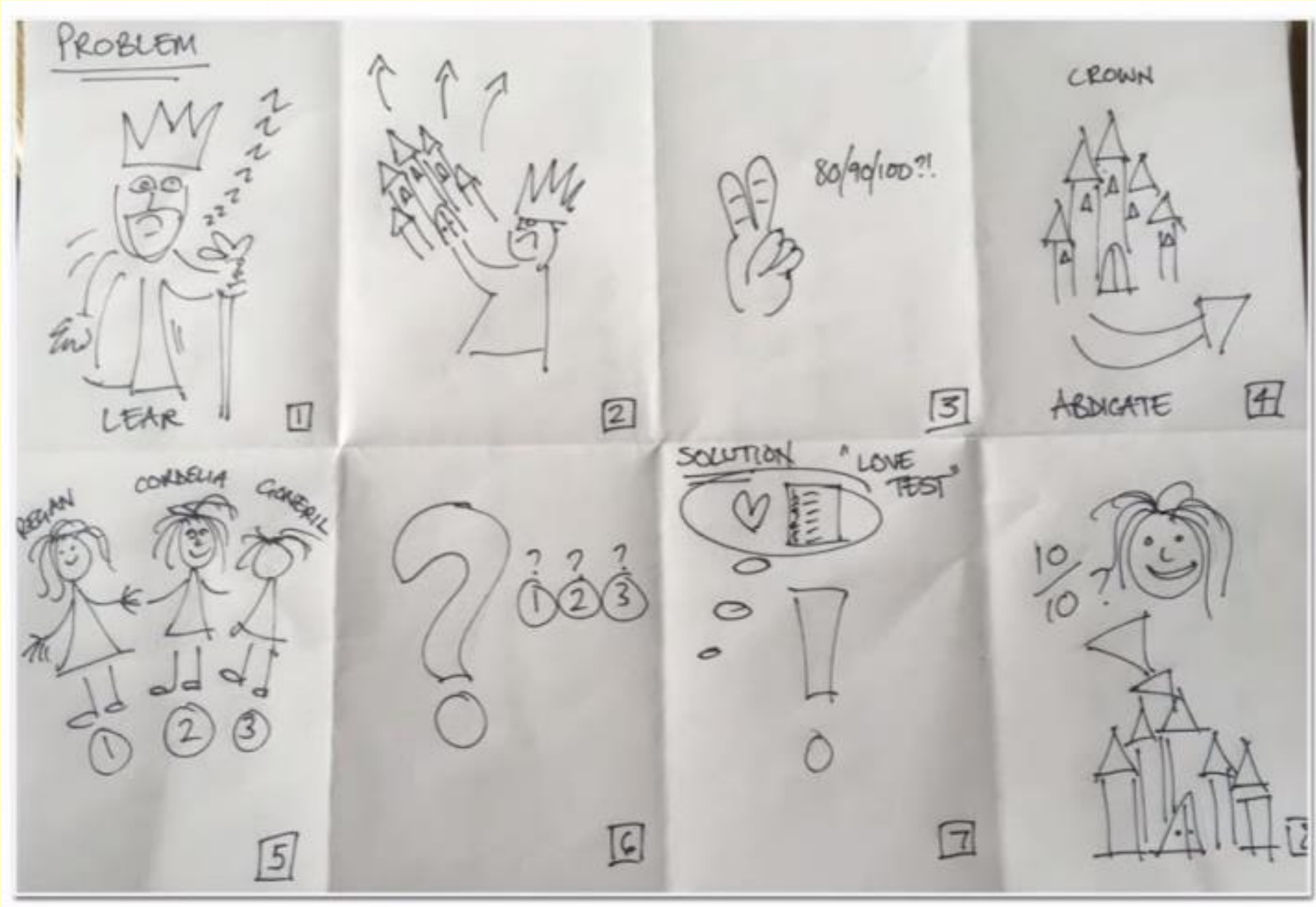
1. Draw following instructions
2. Add words
3. Explain the story/concept/process using the given words

In the SOLO model, this is multi-structural but not relational as the framework/sequence was given.

To get to relational, ask the pupils to identify themes, predict, make links and bring in thinking from elsewhere.



Example



Key Messages:

- Plan for whole class to reach the top of SOLO
- Go high in terms of expectations
- Teach to the top, not from the bottom up
- Each pupil needs to be directed to the next layer or step so direct them to look again, give hints, question
-

Knowledge is a collection of thoughts or ideas.
Understanding is the joining and connections made.