



When I taught information literacy at Northumbria, I used to encourage the students to select their own topics for investigation. I stressed that the area had to be such that the assessment criteria could be satisfied. The onus was then on the students to explain how tackling their proposed topic would enable them to address each individual issue. As generating one's own topic is cognitively more demanding than choosing from a predetermined list, there were inevitably some students who struggled to select a subject so it paid to have a diverse list of half a dozen standbys at the ready!

Andrew Shenton

My preferred method of differentiation remains the A3 template designed around the Accelerated Learning cycle. I create three versions - upper, middle and lower - and give these to students accordingly. Without fail, students produce excellent work and are engaged throughout the lesson. I have just recently introduced it to my year 10 English class and had exactly the same results; improved engagement, improved quality of work and improved quantity of work. When I asked them why they had worked differently, they explained that they liked being able to see from the outset exactly what they were going to be expected to complete during the lesson, and more importantly, that they felt the structure of the template supported them more effectively. My lower attaining students in particular said that they had the work easier to understand as it was more broken down for them.

Assessment title - Heroes and villains: Explore the ways sympathy for and/or dislike of a character is created by J.B. Priestley in *An Inspector Calls*.

Connect – Choose one of the tasks below to complete.

Either: Predict which character you will have the most sympathy for by the end of the play.
I think I will have the most sympathy for _____ because...

Or: Predict which character you will dislike the most by the end of the play.
I think I will dislike _____ the most because...

Activate

As we read the final pages of Act Three, use the graphic organiser below to record your final feelings about each character.

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    graph TD
      Characters --- Eva[ Eva Smith ]
      Characters --- MrB[ Mr Birling ]
      Characters --- MrsB[ Mrs Birling ]
      Characters --- Inspector
      Characters --- Sheila
      Characters --- Gerald
      Characters --- Eric
  
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Demonstrate – Investigate key quotations from Act Three

Sheila (passionately) You're pretending everything's just as it was before. [p. 71]
How will Sheila's words prove to the audience that her character has changed during the play?

	would	will	might
Who			
Why			
How			

Mr B. They're over-tired. In the morning they'll be as amused as we are. [p. 71]
Why does Mr Birling think Sheila and Eric are wrong to be upset even after they learn the Inspector was a fake?

Birling They just won't try to understand our position or to see the difference between a lot of stuff like this coming out in private and a downright public scandal. [p. 65]
How does Priestley use this line to demonstrate that Mr Birling is still obsessed with how other people see him?

Kat

Teaching and Learning

Oct 2013

Half Termly

Editorial

Differentiation remains a key priority, so this edition of the newsletter will focus exclusively on bringing together ideas from staff which have been successfully implemented with their classes. There are a wide range of differentiation strategies, but all of them share the core purpose of ensuring that students of all attainment levels are supported and challenged accordingly so that they are able to make progress.

Kat

I found a version of the Bloom's Taxonomy grid that includes some really useful information that can be used to differentiate. The levels of skills covered start with low level knowledge based objectives and move up to higher levels of thinking including synthesis and evaluation. For each area there is a selection of question openers provided. I have used these to set differentiated questions as connect and consolidate activities as well as using them to target questions during discussions. This has worked really well with all of my classes. (copy on SharePoint in staff blog)

Paula C

LOW LEVEL THINKING SKILLS			HIGH LEVEL THINKING SKILLS		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Key words: Choose, Observe, Show, Copy, Define, Illustrate, Recall, Know, Identify, Label, List, Locate, Match, Memorise, Name	Key words: Admission, Apply, Recall, Know, Recognise, Label, List, Locate, Match, Memorise, Name	Key words: Admission, Apply, Recall, Know, Recognise, Label, List, Locate, Match, Memorise, Name	Key words: Admission, Apply, Recall, Know, Recognise, Label, List, Locate, Match, Memorise, Name	Key words: Admission, Apply, Recall, Know, Recognise, Label, List, Locate, Match, Memorise, Name	Key words: Admission, Apply, Recall, Know, Recognise, Label, List, Locate, Match, Memorise, Name
Actions: Describe, Finding, Identifying, Locating, Naming, Recognising, Responding	Actions: Classifying, Identifying, Labelling, Locating, Naming, Recognising, Responding	Actions: Carrying out, Applying, Implementing, Using	Actions: Analysing, Comparing, Contrasting, Distinguishing, Examining, Investigating, Questioning, Reporting, Summarising	Actions: Constructing, Designing, Developing, Evaluating, Extending, Improving, Inventing, Making, Modelling, Producing, Structuring	Actions: Assessing, Checking, Comparing, Criticising, Deciding, Defending, Defending, Evaluating, Justifying, Judging, Recommending, Supporting, Validating
Questions: Can you tell these...? Can you recall...? How did... happen? How do...? How would you describe...? How would you explain...? What do you think about...? What do you think...?	Questions: Can you explain what is happening... what it means...? How would you classify the type of...? How would you compare.../contrast...? How would you explain...? How would you summarise...? What are the main ideas...? What facts do you know...? Which statement supports...? Which is the best answer...? What does... mean...? With your state or interpret in your own words...? What are the main ideas...? What elements would you choose to change...? What facts would you select to show...? What lesson would you take out in your view with...?	Questions: How would you use...? What examples can you find to...? How would you explain... using what you know...? How would you explain... to show...? How would you show your understanding of...? What approach would you use to...? How would you apply what you learned to describe...? What would happen if you...? Can you make a model...? What facts would you select to show...? What lesson would you take out in your view with...?	Questions: What are the parts of.../name of...? How is... related to...? What is...? What is the theme...? What is the main idea...? What are the parts...? What differences can you make...? What conclusions can you draw...? How would you describe...? How would you integrate...? Can you identify the differences...? What would happen if you...? What is the relationship between...? What are the factors of...? What does justify...?	Questions: Do you agree with the actions/outcomes...? What is your opinion of...? How would you prioritise...? Can you elaborate on the reasons...? Can you be better...? What did they (the character) think...? What would you recommend...? How would you change...? How would you evaluate...? What could be done to minimise...? How would you design...? What would you do...? How would you justify...?	

Bloom's Taxonomy: Teacher Planning Kit

Extension: Claude-Levi Strauss developed the theory that stories are always driven by 'binary oppositions' (e.g. the battle between good and evil). To what extent do you believe this is true of *An Inspector Calls*?

'Differentiation' is the process by which differences between pupils are accommodated so that all students have the best possible chance of learning.' (Training and Development Agency)

'The teacher, the student, the content – if you change one, you have to change them all.' (Professor Richard Elmore, Harvard Graduate School of Education)



Bloom's
Taxonomy
Teacher
Planning Kit

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Differentiated
Literacy tip

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Differentiation
through The
Beatles

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Differentiation
by resource

page 4

“Teachers proactively plan varied approaches to what students need to learn, how they will learn it, and/or how they will show what they have learned in order to increase the likelihood that each student will learn as much as he or she can, as efficiently as possible”

(Tomlinson, 2003).

A main focus of mine since coming back from the summer has been incorporating more literacy, in particular reading, into lessons. In the beginning I asked all students to read an article to summarise and define a key term but found this wasn't working as the weaker students hadn't read the whole article by the time the higher ability students were finished and becoming restless. A way to combat this has been to set lower ability students key questions that they must answer; the weakest of these students only need to underline key information that would help to answer the questions, whilst the others make bullet point notes. I have setting middle ability students to read and highlight key points in the article then answer key questions. However, higher ability students often read very quickly and finish before the others, therefore I have been asking them to annotate the article and infer what this could mean using previous knowledge and make notes on why this would be a relevant piece of information to help answer the question. This gives them the opportunity to use higher order thinking skills to build on their own knowledge and apply it, whilst using annotation and inference skills. I have found this is an effective way for students to finish the task at the same time, all have the opportunity to finish reading the article and pick out key points and actually doesn't take that much planning – winner!

KLM

One of my big foci since returning was to make G48 into a better learning environment for all students. A way in which I hope I have done this is by making the room much more appealing for both students and staff. As a department we have worked together to create some displays that students can use in lessons and create a focus for student's curiosity. In terms of differentiation I really wanted to do something which appealed to everyone in my GCSE class, so I created a number of exam question posters and colour coded them depending on the marks that were given for that question. In lessons students are directed to questions depending on the colour of the question, it's a great way to start or end a lesson and means that all students can engage in the task. The posters themselves have created curiosity just by being up as my tutor group have started to try and answer them as well.



Kerry

For my PM observation I focused on differentiation with Y12 BTEC. I started by setting a whole-class task (1/4 students were able to tackle this without any teacher input – group A, G&T). The rest of the class needed a short presentation, after which a further 1/4 were able to start the activity (Group B, those with average ability). I then gathered the remaining 1/2 of the class around two tables (Group C, lower ability) and had them to identify each cost/revenue and we jointly attributed it to the correct financial document then the whole class were 'activated'. Shortly after this point Group A were finished and they then read an article with higher order questions attached to which they had to complete. I then walked around and marked the Group B students work whilst they were finishing and setting them individual targets. Then went through the work as a class and used higher order questioning dice to push students to come up with a ranging complexity of questions.

Leon

I've tried to differentiate with website references. Below is a copy of the email I sent to students for an ICT-based research lesson.

Hi All,

Today's lesson is another INDEPENDENT SEARCH lesson, but this time using ICT sites.

Come to the classroom first but for the main part of the lesson we will be in ILA 215 (Maths).

Task:

1. Create a **5Ws page on SPARTACUS**: Word or Publisher; max. 2 sides of A4 (NOT PowerPoint); use headings; key words in italics or underline; bullet point for notes; add a picture; NO colour as I will print in B/W.
2. Add a final answer to this question - **Why has Spartacus become such a legendary figure?**

Sites to use in order of difficulty ... cross-reference between them to get accurate details as possible - email document when complete.

1. <http://rome.mrdonn.org/spartacus.html>
2. http://www.ducksters.com/history/ancient_rome/spartacus.php
3. http://www.bbc.co.uk/history/historic_figures/spartacus.shtml

With a lot of help from John Mitchell, 10X3 came up with a variety of Beatles songs to remind them of the names of various 2D shapes. Whilst the connections may be tenuous at best, it really helped them visualise the shape and remember its name:

- Heptagon - 8 days a week (there should be 7)
- Pentagon - Back in the USSR (the pentagon spied on the USSR)
- Isosceles - Help! (Note the SOS part of the isosceles word)
- Right angle - Drive my car (indicator – turning right)
- Equilateral - Come together (everybody is equal)
- Decagon - When I'm 64 ("Deck a Granny or Nana)

As a differentiation strategy, I have since allowed other classes to try and choose a song to help them remember a key piece of mathematical information. The songs and reasons they come up with are quite ridiculous at times, but if it helps them to remember a piece of maths then it's a step in the right direction. Music is a very individual taste; hence students get the chance to express their preference in the context of maths...or any subject for that matter.



Colin E

Rarely do we find men who willingly engage in hard, solid thinking. There is an almost universal quest for easy answers and half-baked solutions. Nothing pains some people more than having to think. (Martin Luther King, Jr)