



Differentiation by task

Pupils work in a variety of ways and bring different abilities and aptitudes to that work. One form of differentiation is to provide a variety of tasks that cover the main content area in order to cater for individual differences.

Strategies include:

1. Providing an appropriate variety of tasks
2. Matching tasks to pupils' abilities, aptitudes and interests
3. Finding mechanisms to ensure that pupils stay on task
4. Identifying different outcomes

ICT ideas:

- Create multiple versions of an activity to meet the needs of pupils with more / less literacy or mathematics skills
- Use a larger font and put less text on the page for pupils to edit
- Allow pupils to choose words from a word bank or drop down list
- Allow less capable pupils to use a pre-prepared file rather than starting with a blank page e.g. provide a writing frame
- Scaffold the learning of less capable pupils i.e. guide them through a process one step at a time e.g. when programming a Beebot
- Present less / more challenging tasks linked to the same theme e.g. use an onscreen turtle to draw the letter L, H or W
- Provide extension activities for some pupils e.g. completing a related online activity / game

Differentiation by support

We know that some pupils need more help than others to complete a given task. If we provide help we are also providing differentiation by support.

Strategies include:

1. Support from other adults and pupils
2. Individual support from the teacher
3. Small group teaching
4. Support by appropriate resources / technology

ICT ideas:

- Provide opportunities for groups of pupils with similar needs to work collaboratively to complete a task e.g. to edit a text on the interactive whiteboard (with or without the support of the teacher / teaching assistant)
- Encourage peer tutoring (more capable pupil 'tutors' less capable)
- Provide audio support e.g. Textease CT and Clicker 5 will speak the words chosen and/or allow you to record your own sounds / voice
- Provide visual support e.g. pictures or symbols



Differentiation in ICT

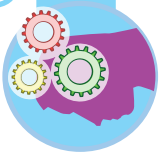
A Guide for Primary Schools





'Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.'

'Differentiation implies that the teacher is doing something intentionally . . . thus differentiation is about the planning that teachers do for the characteristics of individuals . . .'



Individual differences:

- Pupils differ in many ways:
- The amount of work they complete in a lesson
 - Their ability to work independently
 - Their ability to work co-operatively
 - Their listening skills
 - Their presentation skills
 - Their learning styles



Forms of differentiation

Differentiation is a process, not a single event. This process involves recognising the variety of individual needs within a class, planning to meet those needs, providing appropriate delivery and evaluating the effectiveness of the activities in order to maximise the achievements of individual pupils. Differentiation can take the following forms:

- Presentation
- Content
- Resource
- Grouping
- Task
- Support
- Time
- Outcome



Differentiation within ICT lessons

You will need to consider whether you need to differentiate within your ICT lesson because of pupils' differing ICT capability or pupils' attainment in reading, writing or mathematics. If pupils have differing ICT capability, you should use the ICT themes materials to plan activities for pupils working at, above and below the expectation. Progression statements are organised under the following headings:

- Some children will not have made so much progress and will ...
- Most children will ...
- Some children will have progressed further and will ...

Go to www.kenttrustweb.org.uk/kentict/kentict_theme_home.cfm for example statements.



Differentiation by resource

Pupils work in a variety of ways and bring different abilities and aptitudes to that work. One form of differentiation is to provide a variety of tasks that cover the main content area in order to cater for individual differences.

Strategies include:

1. Selecting resources for:
 - Appropriate readability
 - Ease of use
 - Good design
2. Replacing class texts with a wide variety of media and other sources
3. Use of technology:
 - Audio support
 - Visual support e.g. a larger screen or added images and text
 - Input devices e.g. concept keyboards, switches, roller ball mice, small mice
 - Multimedia resources e.g. 'NEN Gallery' or 'Internet Archive'
4. Well managed storage and retrieval systems

ICT ideas:

- Select software appropriate to the needs of pupils e.g. 2Count (pictogram) may be more suitable than 2Graph (bar, pie charts etc.) and 2Publish+ may be more appropriate than MS Publisher
- Use the simple toolbars available in some software e.g. 2Paint a Picture
- Provide audio support e.g. Textease CT and Clicker 5 will speak the words chosen and/or allow you to record your own sounds / voice
- Provide visual support e.g. pictures or symbols
- Write the addresses of websites you want pupils to access within Word or PowerPoint or add links to ikeepbookmarks / Kent Learning Zone so they can click on the link to go to the website
- Select websites which are suitable for the reading level of pupils



Differentiation by outcome

Even when pupils work on a common task, the products of any group will differ. This is what is meant by differentiation by outcome.

Strategies include:

1. Different number of tasks completed
2. Shorter amount of work completed
3. Differing quality of work
4. Recognising pupils' individual achievement

ICT ideas:

- Provide 'must, should, could activities' for pupils to complete as appropriate
- Pupils create less / more slides within a PowerPoint presentation
- Pupils use a variety of tools with differing levels of skill to create e.g. a mask using a painting program