

PE DEPARTMENT - DIFFERENTIATION POLICY

Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for pupils who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences and departmental equipment and resources are used to provide opportunities for the pupils to progress at their own level.

How is differentiation achieved within a teaching group?

1. Planning of lesson content which remains flexible to allow for a change of pace and emphasis through;
 - a) **Assessment** of individual and group needs
 - b) **Task Setting** by the teacher / pupils to encourage active and experimental learning. Pupils should have a clear appreciation of objectives
 - c) **Outcome** – within clearly established boundaries. Each task should enable a range of outcomes to be produced to reflect all abilities
2. Pupils work individually, in pairs, or in small / large groups. Pupil control, independent learning, self-assessment and discussion of outcome are considered to be of particular value.
3. Teaching Styles: A range of teaching styles can/should be used and influenced by the group, the activity, the equipment, facilities and the age of the students.
 - Command – The teacher makes all of the decisions with the learner expected to follow instructions
 - Practice – The teacher presents the task, the learner performs it, teacher observes and gives feedback
 - Reciprocal – The teacher sets the task and pupils gives feedback to peer
 - Self Check – The teacher sets the task and decides through observation and analysis how best to improve
 - Divergent – Pupils discover the appropriate options and solutions in order to achieve the task. Pupils test out all the solutions and make decisions based on their findings
 - Learner Initiated – The pupils set themselves challenges, discover the appropriate options and solutions based on a series of learning experience
4. Resources: Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupils levels of skill, experience and confidence. Task cards, posters, videos, digital cameras and Ipads are also used to assist pupils in teaching and learning. Higher ability students should also be given the opportunity to coach, lead and/or officiate in activities in which their strengths lie.
5. Pupil centred awards: Plans to introduce pupil centred performance, coaching and officiating awards within curriculum are in progress. Pilot activities include basketball and

football. Each pupil decides the level of award to enter, every pupil monitors and marks the criteria for another pupil and targets are set for progress by the pupils.

DIFFERENTIATION EXAMPLES FOR GIFTED AND TALENTED PUPILS

Curriculum

- Schemes of work encourage the use of differentiated tasks and provide some lesson ideas. If teaching staff require some ideas for differentiation, activities can be chosen / altered from the next or most recent scheme of work to the student in question – ie – a high ability year 7 student, may work from the year 8 curriculum where applicable
- Open ended tasks allowing more advanced skills / tactics to be developed
- Greater pressure placed on the individual pupil in practice and games situations, eg – 3v1, skills to be performed at a quicker pace or in a more confined area
- Pupils encouraged to play a leadership / coaching role in decision making, team organisation, planning tactics and strategies, evaluating strengths and weaknesses, conducting sport warm ups and cool downs
- Pupils encouraged to take on an officiating role either within the game or in the practices. This should be taken on in activities of the students choosing or in areas in which they feel comfortable.
- Pupil encouraged to attend extra-curricular clubs, team practices, out of school clubs, county and national trials

Extra – Curricular

- More advanced skills, tactics, strategies to be taught
- Additional time spent perfecting what has been learnt in competition whilst under pressure
- Practices against more advanced, experienced and older squads
- Individual targets are set within team situations
- Extensive programme of fixtures involving local schools, county and national competitions
- Opportunities for top performers to undertake coaching / leadership roles during primary school visits, hosting festivals, during ILP days, extra-curricular and GCSE PE clubs and KS3 sports days