



UG School Differentiation Policy 2026–2027

Owner	Heads of School
Reviewers	Senior Leadership Team
Approved by	Executive
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1. Introduction

UG School recognises that each class is made up of individuals with different backgrounds, aptitudes, skills, and knowledge. Differentiation ensures that every learner, from Preschool through Year 12, receives appropriate levels of challenge, support, and opportunity. This policy works in tandem with the **Curriculum Policy** to guarantee continuity and progression across all stages.

2. Aims and Objectives

- **Cater for individual abilities** and interests.
- Aid planning procedures and target setting.
- Ensure pupil achievement and success through appropriate levels of challenge.
- Enhance individual capabilities, strengths, and interests.
- Improve accuracy of record keeping and assessment.
- Match tasks to pupil readiness and prior learning.



- Allow children to progress at their own pace.
- Assist with early diagnosis of learning difficulties and **EAL needs**.
- Identify specific needs and gaps in learning.
- Ensure effective use of resources.

Facilitate motivation and high standards of behaviour

3. Expectations for Teaching

Differentiation at UG School is characterised by:

- Students working independently and showing autonomy.
- Flexible grouping and varied tasks.
- Classrooms organised appropriately for lesson objectives.
- All children are engaged and motivated.
- Teachers are free to move around, support groups, and interact positively.
- Negotiated learning opportunities were appropriate.
- Outcomes presented in varied formats.
- Use of diverse assessment techniques, with students aware of how to learn from feedback.
- Teachers adopting multiple roles (facilitator, mentor, instructor).
- Co-operative learning and peer support.
- A range of texts, guides, and resources at different levels.
- Planning and records reflecting individual and group needs.

4. Procedures and Arrangements to Facilitate Differentiation

- Increased classroom resources, including effective deployment of **ICT**.



- Classroom assistance and support staff.
- Effective planning and record keeping.
- Flexible classroom organisation and furniture arrangement.
- Adequate basic equipment in each classroom.
- Texts at varied reading levels.
- Clear communication between teacher and students.
- Flexible deadlines for task completion.
- Grouping strategies based on ability, interest, or need.
- Awareness of students' prior learning and experiences.
- Availability of staff training and CPD opportunities.

Regular sharing of good practice and peer observations

5. Outcomes of Effective Differentiation

- Interested, well-motivated children responding to challenges.
- Productive, on-task learning.
- Greater independence and co-operation among students.
- Awareness of progression and ability to self-evaluate.
- Effective teaching and learning across all stages.
- High satisfaction for both teachers and students.
- Assessment data reflecting progress appropriate to each child's learning needs and abilities.

6. References

- National Curriculum for England and Georgia



- EYFS Framework 2021
- UG School **Curriculum Policy**
- SEN & Disability Policy
- Assessment & Reporting Policy
- Marking & Feedback Policy