



Bonneygrove and Millbrook Primary Federation
Differentiated Classroom Strategic Planning

Differentiated Classrooms

The priority of creating differentiated classrooms aligns closely with the school improvement priorities, particularly in the areas of writing, reading, and mathematics. OFSTED highlighted the need for effective implementation of the curriculum and the importance of adapting lessons to meet the diverse needs of pupils, including those with SEND. By incorporating differentiated instruction, teachers can better address individual learning needs, ensuring that all pupils can achieve their potential. This approach will also support the school's vision of fostering an environment where every pupil is inspired, respected, and successful.

Year	2025	2026	2027
Actions	<ul style="list-style-type: none"> - Conduct professional development workshops on differentiation strategies. - Implement flexible grouping strategies in classrooms based on pupil readiness. - Introduce a variety of presentation options for pupils to demonstrate understanding. 	<ul style="list-style-type: none"> - Monitor and evaluate the effectiveness of flexible grouping and differentiation strategies. - Provide additional training for teachers on adapting the physical classroom environment. - Begin to incorporate pupil feedback on learning preferences into lesson planning. 	<ul style="list-style-type: none"> - Continue to refine differentiation practises based on monitoring outcomes. - Develop a system for sharing best practises among staff. - Establish a mentorship programme where experienced teachers support others in implementing differentiation.
Success Criteria	<ul style="list-style-type: none"> - All teachers demonstrate an understanding of differentiation strategies in lesson plans. - Increased pupil engagement and participation in lessons. - Positive feedback from pupils on their learning experiences. 	<ul style="list-style-type: none"> - Evidence of improved pupil outcomes in assessments, particularly for those with SEND. - Teachers report increased confidence in differentiating instruction. - Classroom environments reflect varied learning approaches and preferences. 	<ul style="list-style-type: none"> - Consistent use of differentiation strategies across all subjects. - Pupil progress data shows a reduction in gaps between different groups of pupils. - A culture of collaboration and sharing of effective practises among staff is established.



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2025 Impact

By the end of 2025, teachers will have received training on differentiation strategies, leading to a clear understanding of how to implement flexible learning options. This will result in increased pupil engagement and participation, with pupils feeling more empowered in their learning journey. The initial focus on professional development will set the foundation for ongoing improvements in lesson delivery.

2026 Impact

In 2026, the effectiveness of the implemented strategies will be monitored, and adjustments will be made based on pupil feedback and assessment data. Teachers will become more adept at creating inclusive learning environments, leading to improved outcomes for all pupils, especially those with SEND. The classroom will evolve into a more dynamic space that caters to varied learning styles.

2027 Impact

By 2027, differentiation will be a standard practice across the school, with teachers consistently adapting their methods to meet the diverse needs of pupils. The collaborative culture among staff will enhance teaching practises, leading to sustained improvements in pupil achievement. The reduction of learning gaps will indicate that all pupils are benefiting from the tailored instruction, aligning with the school's vision of inspiring and supporting every pupil to succeed.