# Differentiation strategies

## Space

* The working area can be modified to support the needs of different pupils:
  + Using smaller areas can put pupils under more pressure
  + Larger area gives pupils more time
* Targets
  + Small targets can be used to develop accuracy
  + Larger targets can be used to achieve success

## Task

* Differentiated tasks can be used to set challenges for pupils at different levels of ability.

In athletics

* + Pupils can be asked to complete a set distance but are given different times to complete it in
  + Pupils can be given a set time and see how far they can run it that time

In games

* + Pupils must achieve a set number of passes before they can score
  + Different teams can be set different numbers of passes that they have to achieve.

In gymnastics

* + Pupils can be set open-ended tasks and complete them based on their ability
  + For example they develop a sequence but are not told which specific moves to include

In swimming

* + Pupils can all be required to demonstrate their ability to perform as specific skill, but the distance they must complete can vary according to ability

## Equipment

* Balls
  + Bigger balls are easier to catch
  + Small balls can be used to develop accuracy
  + Light balls travel more slowly and are therefore easier to catch
  + Sponge balls do not hurt as much when beginning to catch
  + Airflow balls do not bounce as high or travel as far
  + Textured balls are easier to grip when first learning to catch
* Rackets
  + Short-handled rackets reduce the distance between the hand and the eye making coordination easier
  + Larger racket heads increase the surface area for contact to be made between racket and ball
* Gymnastic equipment
  + Padded benches are more comfortable for rolling
  + Movement tables vary in size and therefore can be used to challenge pupils at different ability levels

## People

* Group sizes can vary according to the activity being undertaken
* Within the class pupils can work in different group sizes to complete the same task
  + In games pupils can play a 3 v 3 passing game which will give them more options as to where to pass, but they could also play the same game as 2 v 2 with greater emphasis on getting free from your marker.
  + Alternatively pupils can play a 3 v 2 game where the team of 3 focuses on moving into space and the team of 2 are focusing on marking.
* Pupils can be used to coach / give feedback
* Adults other than teachers should be included in the planning and then briefed on what they are expected to do during the lesson.