

How to differentiate using



The key point to remember when differentiating using the **GAP colours** is that the focus must be on how to structure the **TASK** so that all learners can access it and make progress.

When planning your task start by outlining to your students what you would like them to do.

This will be the **amber task** or 'Challenge'.

Always try to make sure that the task is challenging enough for the majority of your students to show progress.

Too easy or too hard and progress will slow. Refer to your exam specification or national curriculum for guidance if necessary.

The next stage is to adapt your task for your **higher ability** students.

This is not additional work, it's the **amber task** reworked so that it uses **higher order skills** and is more challenging.

A good point of reference to support this would be **Blooms taxonomy**.

The final step to differentiating the task is to rework the **amber task** so it has more **support** to aid your **lower ability** students.

As before, this is not extra work, it's the amber task reworked so that it uses **lower order skills**.

Blooms Taxonomy will also support your planning of this.

Now that you have the differentiated tasks, the final stage is to put them onto a resource or worksheet for the students to access. This is the time to apply the GAP colour scheme to make it visually evident regarding the levels of challenge.

