

GAP

stand
out
teaching

OUTSTANDING LESSON PLANNING



WELCOME

How well do you differentiate your lessons?



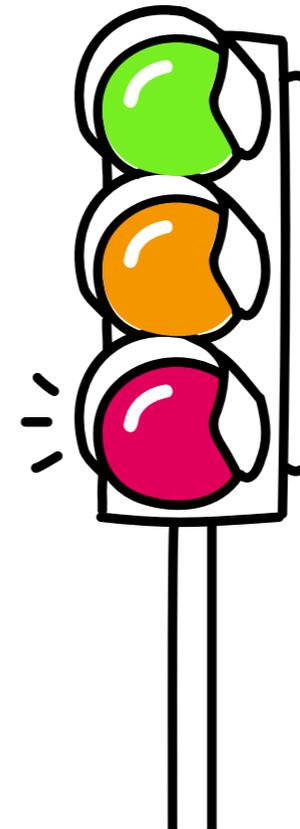
Meeting the needs of the individual is a challenging task but is essential to the progress of students within lessons. Yet differentiation remains one of the most challenging concepts for teachers to understand and provide on a consistent basis.

GAP takes the approach that differentiation should be owned by the student. Through the adaptation of current differentiation activities to include the GAP signposts, students are able to select the level of challenge that is most suitable to them. The differentiation is pitched at a level that they can access.

This simple, yet effective approach will transform the impact of differentiation within your classroom and support students in making rapid progress within your lessons.

WHAT IS GAP?

GAP at first glance is a very simple strategy, but it has many underlying layers that make it truly effective as a differentiation tool.



The first point to understand is that GAP is a 'signposting' strategy. In straightforward terms it is colour coding the layers of challenge within a task as follows:

Green This is the version of the Amber task that has additional support planned into it.

Amber This is the task to be undertaken by the students.

Pink This is a challenging version of the Amber task to be undertaken.

This concept is applied to existing differentiation strategies to allow students to take ownership of their own learning pathway, and as a result individualise the task set.

This is GAP!

HOW TO PLAN WITH GAP

Planning with GAP is EASY



Using the EASY framework makes planning your differentiated tasks simple and straightforward.

Use the model outlined below to ensure success every time:

Establish Decide what the task is that the students will undertake. This will be your AMBER task.

Aspire Review the Amber task and modify it so it is more challenging. This will be your PINK task.

Support Look back at the Amber task and modify it so it has additional layers of support built into it. This is your GREEN task.

Your resource Once you have your three tasks create your resources which use the GAP colours to highlight the choice for students.

Planning with GAP, it's EASY!

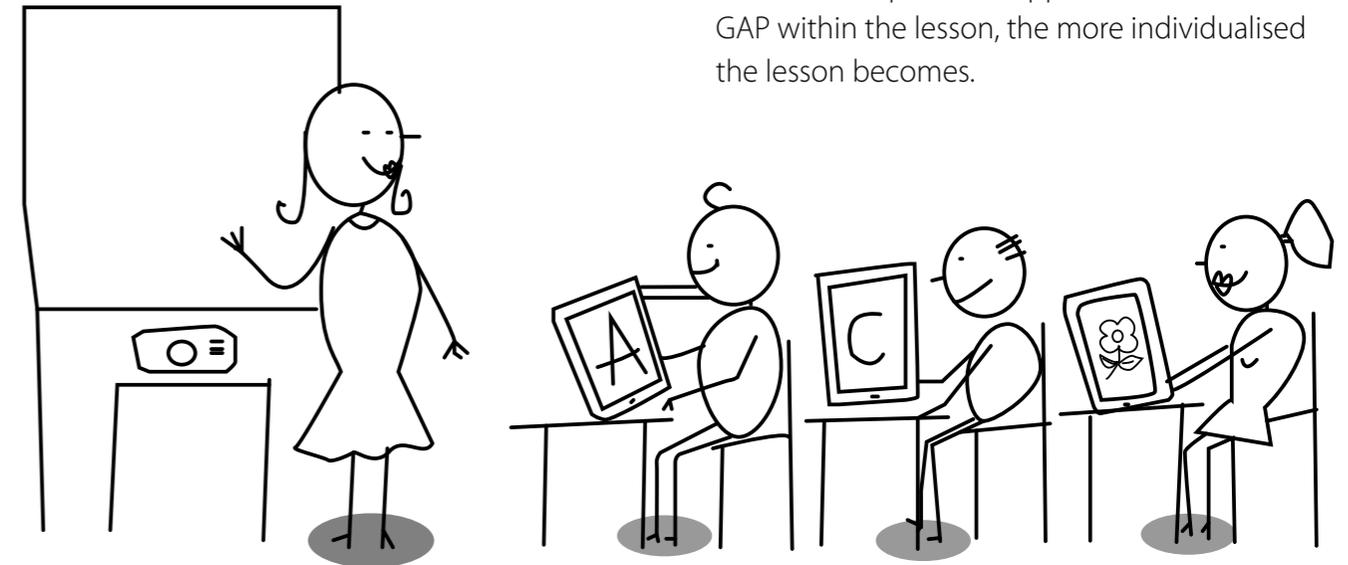
WHEN TO USE GAP

GAP can be used in a multitude of ways throughout the lesson and is not the preserve of just the main lesson tasks.

The most common use of GAP is within the main lesson tasks. This is where it has a big impact but it can also be used subtly in other areas of the lesson as follows:

- Starters
- Questioning
- Discussion
- AfL activities
- Practical activities
- Plenaries
- Homework

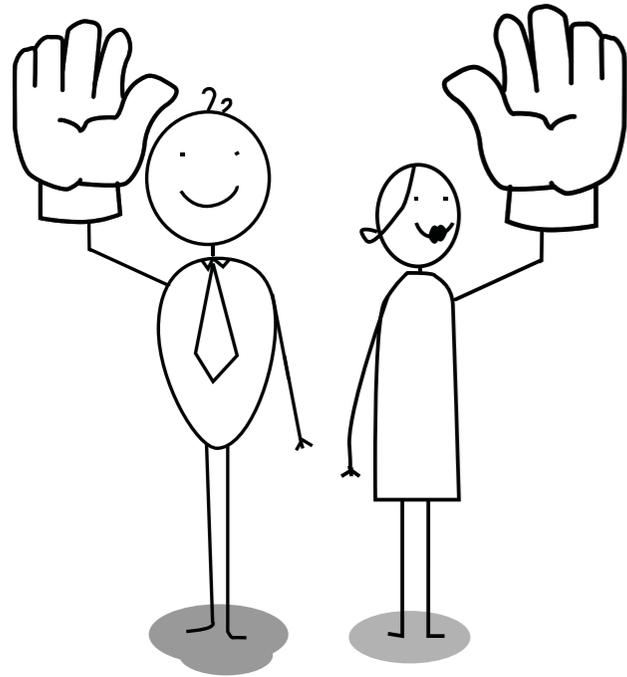
The more frequent the opportunities to use GAP within the lesson, the more individualised the lesson becomes.



MAKING GAP VISUAL

The biggest thing about GAP is that it makes differentiation visual to students.

There are many creative ways that you can achieve this. A few tried ideas are suggested below:



1. **Whiteboards** - Use 3 coloured dry wipe pens, doesn't come any simpler
2. **Projector or interactive whiteboard?** Then project the task in full colour for all to see
3. **Highlighters** - Fortunately you can now buy packs with all 3 colours in them
4. **Coloured pencils** - Traditional but just as effective.
5. **Photocopy onto coloured paper** - A4, A3 you name it.
6. **Feeling flush** - Why not buy some rainbow paper?
7. **Laser print Stickers**
8. **Post-it notes.**
9. **No colour?** - If you're really struggling then just use simple sub headings.
10. **And finally the best of all!** - GAP paper! We approached a local printers and asked them to split an A4 sheet into 3, print the 3 colours as a background and perforate.

STAY, STEP, BOUNCE & JUMP

One of the key aspects to GAP is student choice.

The use of the colours allows them to distinguish the different challenge within tasks so that the work is pitched appropriately. However students may need to change tasks in order to make the most of the activity.



The following outlines the different ways that students can combine the GAP tasks:

- Stay** The student chooses a task and completes it. This is the most common use of GAP.
- Step** The student chooses a task but moves to the next task for additional challenge or support.
- Bounce** A less frequent occurrence is where the student chooses green, finds it too easy, goes to amber then pink to increase the challenge. This process can also be reversed if the student finds the tasks too challenging.
- Jump** This is for the occasions where a student chooses a task i.e. green then finds it far too easy and jumps straight to the pink task. This can also be reversed from pink to green.

SUMMARY

Differentiating lessons is essential but difficult.

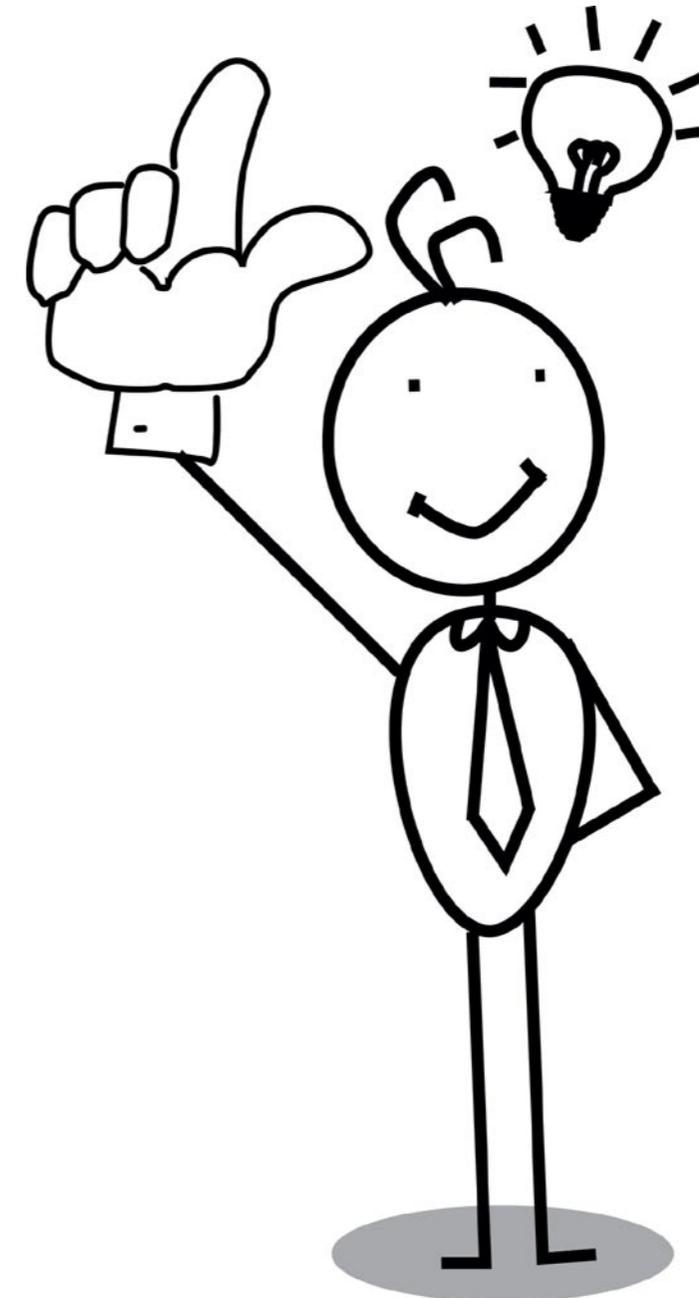
GAP uses a very simple yet extremely effective way to resolve this issue for teachers. In short GAP will-

- Give students ownership of their differentiated learning pathway
- Make your differentiation strategies visual
- Help you to become more consistent at differentiating
- Embed differentiation throughout your lesson

Monitored via whole school systems, peer to peer networks and inspections, GAP has consistently shown itself to be successful and a highlight of any feedback report. Used by trainees to experienced teachers, GAP has transformed the way teachers differentiate and think about their lessons permanently.

If you would like further details or resources to support the delivery of the GAP strategy then please visit the Standout Teaching website. Also lookout for our in-depth guide to using GAP and differentiation when our book 'GAP: Differentiation the easy way' is published shortly.

The question is can you afford not to 'bridge the gap' within your students learning?





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