Rich Tasks at Neyland Community School

- Rich Tasks are topic based units of work, linked to curriculum foundation subject skills with the consolidation of literacy and numeracy as a priority.

- Teachers have allocated time to get together in planning meetings to devise Rich Tasks which will consider the range and skills of the other areas/subject over year.

- Pick a theme that you really want to work on Make sure it is “real” - (has a visit/visitor/use of local environment) so that the majority writing is for a purpose e.g. letter/poem/fact sheet /for a younger audience–so the children have to do a ‘best copy’ and then something is done with it e.g. it is sent/shared/given. This will give the children the chance to focus on their best presentation skills. The children have to have challenges built in –based on what they would like to learn about.

- Each section must have a ‘skill linked to the LNF at the top of the block of work.

- All rich tasks must have at least 2 pieces of extended writing across literacy/rich tasks per month in Key Stage 2 and at least 1 piece of extended writing in the Foundation Phase Numeracy skills must focus on a wider remit - not just data handling.

- Rich tasks need to be ‘differentiated 3 ways using Bloom’s language to ensure a range of approaches which incorporate higher levels of thinking. Other ways of differentiating include reading material, questions, numbers use, stretch the MAT, problem solving

- Wherever appropriate, pupils should be ‘taught’ a frame/skill which can be continued as part of their “rich task”. It can be developed again in the same/next rich task.

- First task has to be a KWL .Always ensure that the “L” part of the grid is completed at the end of the topic. This is the analysis part of Blooms Taxonomy and a higher level thinking skill.

- There should very rarely be one off pieces.

- Evaluation of Rich Task booklets to be done at the end of each half term

- Key Stage 2- Science week. 1 per half term

- All teachers need to identify areas of strength and weakness from internal pupil data WG test diagnostics etc. in order to identify and prioritise skills. Look at the tests for methods –these ‘methods’ can be used over and over again

- Look at the Literacy overview- skeletons, Pie Corbett – can these be built in, Talk for writing
Feedback and feed forward in Rich Tasks

- Feedback/feed forward strip to be at the end of a unit/section of work with space left for pupil response. This should not be left to the end of a piece of work. Use it in the same way as a comma rather than a full stop!

- All teachers need to ensure that there is clear evidence of pupils’ response.

- All teachers to set aside protected time where appropriate at the start of each lesson for pupils’ to review their work, take on board comments/corrections/feedback/forward and to ask questions record responses etc.

- All teachers to use the principle of “Austin’s Butterfly” to refine and perfect skills. Redrafting needs to take place across the school linked to their ability. It can be a section of work from the younger children. There should very rarely be one off pieces – what are they learning from that?

Reviewed: November 2015