

# Bishop Bridgeman Church of England Primary School

## TASC Policy

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### Rationale

The teaching of thinking and problem solving skills is a key factor in the development of pupils' autonomy, self-confidence and 'learning to learn' skills. Learners need access to a wide range of thinking skills across the curriculum, if these skills are to become a working repertoire of learning tools. Furthermore, unless children's learning is firmly embedded in an active problem solving process, then much of the content is lost, wasting valuable teaching and learning time.

The development of a curriculum based on problem solving and thinking skills supports all learners, developing the potential of the less able and extending the learning skills of the more able. Also, as intelligence is problem solving and problem solving can be improved if we practise our problem solving behaviour; we owe it to the children at Bishop Bridgeman to give them maximum access to problem solving.

### What is TASC?

TASC provides a framework that can be used to support a range of problem solving experiences across the curriculum.

### Why TASC?

- Students take ownership of learning.
- There is evidence of increased motivation and perseverance with a task.
- Some schools saw behaviour and attendance improve.
- Students demonstrate higher levels of achievement.
- Pupils have more confidence working independently.
- Time spent on work outside lessons increases.
- Happier students and teachers.

## What does it mean?

TASC is an acronym for Thinking Actively in a Social Context.

### Thinking

The essential message of TASC is that all children are capable of thinking and improving their performance. Thinking needs to take place across the full range of human abilities (*social, emotional, spiritual, linguistic, mathematical, mechanical, scientific, visual, auditory and movement*) all of which should be recognised and celebrated equally.

### Actively

Children should have ownership of their learning. They need to understand what they are learning and why. The brain thrives on active participation and involvement, which generates motivation, high self-esteem and confidence.

### Social

Children should work collaboratively and cooperatively, to practise their thinking and to share their ideas with others.

### Context

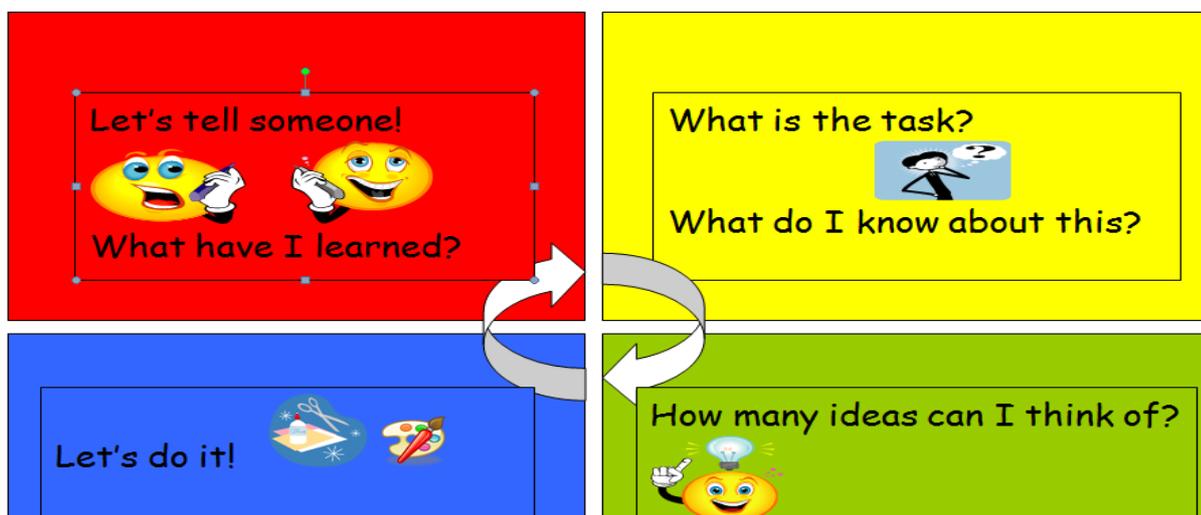
Learning needs to be relevant to children's lives. Children need to understand how learning interrelates, recognising the relationship between subjects and common themes e.g. cycles, patterns, relationships etc.

## TASC at Bishop Bridgeman CE Primary School

TASC wheel should be displayed in the classroom as a constant source of reinforcement to the children.

The TASC wheel is differentiated to support the understanding of each part of the TASC wheel.

### Foundation Stage & Key Stage 1



## Key Stage 2



TASC should be used to support learning in the full range of human capabilities: social, emotional, mechanical, scientific, spiritual, linguistic, auditory, visual, mathematical and movement (for ideas <http://www.tascwheel.com/ideas>).

This will be supported, predominantly, but not wholly by the Learning Challenge Curriculum.

### Assessment

Teachers should use their professional judgement to make qualitative assessment of children's progress. It is important for teachers to keep evidence of pupils thinking together with examples of planning and the finished product whenever possible.

Examples include:

- photocopied work
- photographs
- voice recording (audioboo)
- blogging

Below is a range of criteria that can be used to assess pupils work. These criteria can also be shared with the children and when they are using the TASC wheel, they can gain the understanding and learn the skills for self-monitoring and review.

### **Gather/ organise**

- Wide knowledge of topic;
- Recall of extended information;
- Sound understanding of advanced concepts;
- Ability to organise data in complex groups.

### **Identify**

- Full understanding of the tasks set;
- Ability to articulate task clearly;
- Focus on complex objectives;
- See what is missing.

### **Generate**

- Suggest alternative methods;
- Collect a variety of evidence;
- See different perspectives;
- Find a new way.

### **Decide**

- See the consequences;
- Use the evidence effectively;
- Select key ideas;
- Plan effectively.

### **Implement**

- Carry through a plan;
- Monitor progress;
- Change direction;
- See the next steps.

### **Evaluate**

- Evaluate against criteria;
- See ways to improve;
- Carry out improvements;
- Reflect on task.

### **Communicate**

- Explain or demonstrate to others clearly;
- Share what is known;
- Select relevant information;

- Present using a range of human abilities.

### **Learn from experience**

- Reflect on performance;
- Transfer skills;
- Retain new knowledge;
- Articulate new skills.

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Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.