Here's how to….. use a personal Task Management Board
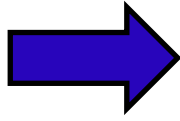
Who would benefit from using a Task Management Board?	Everyone! In its simplest form a Task Management Board is a checklist to success. Primarily these are used in core lessons but they are equally effective in other lessons, even PE.
SEN support	A Task Management Board is especially effective supporting pupils that have a preference for visual learning strategies. It will also support pupils that have a short attention span or a condition that causes absences. If the pupil has a reluctance to be viewed as 'different' so is reluctant to use personalised visual resources introducing a whole class Task Management Board and printing off a personal copy may address this. (See separate guidance.)
What does it look like?	Traditionally a Task Management Board, divides the activity into five sections (please see attached example) but this can be modified according to the individual's needs.
Who should complete it?	This very much depends on the age and academic ability of the child. Initially, it is often most effective if it is completed by a member of the class team so that the pupil gets used to what to include etc. However, over time it is good practice for the child to start to complete it, with adult support. This will encourage them to try and stay focused during the teacher input (sometimes pupils become over reliant on adult support) and will promote independent learning. Older pupils, who are familiar with using Task Management Boards, should be encouraged to complete the board independently.
Completing the board	In Primary schools Task Management Boards are usually A4 size but this can be reduced to a more discreet size support secondary age pupils. **Date and LO**: This is pretty self-explanatory but if a child finds writing these for every lesson particularly laborious and time consuming it could be worth considering an alternative method. **I will need**: This box is designed to record any equipment and resources that the pupil will need to complete the activity. Gathering them before attempting the task will develop organisation skills and encourage focus. **Boxes 1-5:** Break down the activity into five achievable 'chunks'. This can be recorded using symbols, photographs or words depending on the child's level of comprehension. Including examples as a point of reference is also helpful and reduces the pupil's need to seek reassurance from members of the class team. As the pupil works through each box these can then be ticked off or wiped off if they are completed on a laminated board. This can give the learner a sense of achievement and helps develop confidence and self-esteem. **The empty box:** The box is used to explain what the pupil will need to complete to finish the task.

	The star: This is the reward that the pupil can achieve if they complete all the steps on the board.
Top tips	*Consider carefully what is written in the box at the bottom of the board especially if it is supporting a child that has a very literal understanding. They may think they have finished, they present it to the teacher and then they are told to go and do some more because they have finished quicker than was anticipated. This may trigger negative behaviours, they have fulfilled their part of the arrangement but by asking for more the goal posts have been moved. *Using laminated versions of Task Management Boards is the quickest way to record the task and is more adaptable. *Using other images that a pupil has a particular interest in, instead of numbers, can motivate some children to engage.

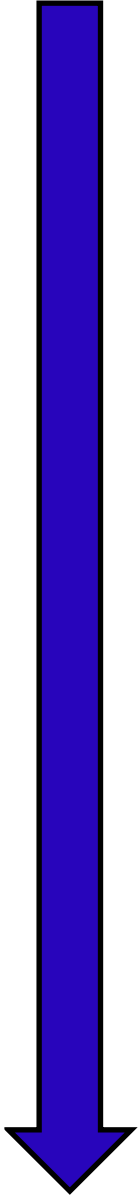# Task Management Board

Date and LO:

I will need:

1

2

3

4

5