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School: Grappenhall Heys Primary School	LA: Warrington
Teacher: Matt Boot / Amy Knowles	Students: Year 2
Contact: mattboot@googlemail.com	
Learning Focus: To engage parents as active partners during the co-construction of a topic knowledge web.	
Curriculum Focus: Literacy > Writing for an Audience, Geography > Seaside	
Tools used:  Wiki	



AT THE SEASIDE

What do you know about the different things at the seaside? What have you seen at the seaside that you can write about?
Click on the links below to find your own special page, and then write about your topic using super sentences with wonderful WOW words.

Beach	Sandcastles	Sea	Octopi	Fish
Sand	Buckets	Spades	Boats	Ice cream
Pebble Skimming	Donkeys	The Pier	Flags	Fleetwood
Seagulls	Waves	Picnics	Paddling	Seaweed

You must: Write at least 3 sentences about the seaside
You should: Add a picture about the seaside
You could: Make a link to another wiki page



Pebble Skimming

you use pebbles to build sandcastles, and you also can use them to throw in the sea, you can find them at the edge of the sea and on the sand. They are very hard and very smooth and very bump.

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Last updated on 07 October 2009 16:04 by Gabrielle Short

Add Version Comment

Date	Version Comment	Author
08 October 2009 09:21	Well done Gabrielle, some great sentences. You know lots about pebble skimming.	Mrs Knowles
07 October 2009 16:03	What an excellent wiki! From Gabrielle's Mum.	Gabrielle Short

How this worked in practice: The children in Year 2 at Grappenhall Heys Primary School were exploring the topic of the seaside as part of a personalised creative curriculum and they were encouraged through a wide range of activities to learn about things that were of interest to them, in part, through a carefully structured set of Home Learning activities which parents were encouraged to support. During a class topic lesson in the ICT suite, the children were given a class  wiki to work on which contained several  wiki pages already created by the class teacher which reflected the interests of the different children in the class within the context of the seaside topic. The children were asked to work in pairs to navigate to their allocated  wiki page, and to add co-constructed knowledge to it. To ensure focused progression and attainment development, the children were also given a set of criteria, using the format 'Must...', 'Should...' and 'Could...' to differentiate the expectations, and a timescale of 4 lessons over 2 weeks to complete their writing.

The children were very motivated to see the work online with a real authentic audience and context, and talked at length to their parents about their work that day and their plans for future contributions, ensuring meaningful parental engagement in the learning activity and topic. Some parents logged on to the cLc, and accessed the wiki, under their child's supervision, and added their own version comments, praising their children for their work and providing constructive ideas and next steps.

After the lesson, the teacher used the Version Comments tool to provide formative feedback for the children for each page. This provided excellent, up to date information for the parents about their children's activities and learning in school, and an exciting vehicle upon which they could actively engage in the learning during the topic rather than just viewing finished work at the end.

By the end of this sequence of work children had developed skills in:

Literacy: Sentence writing, knowledge giving, non-chronological reporting

Learning Skills: Feedback / Peer & Self Assessment / Reflective Learning

Next Steps: Parents could be further encouraged to be involved in this type of learning activity through collaborative multimedia development of the wiki; adding photographs, film or sound recordings of their own seaside knowledge and memories for example.

