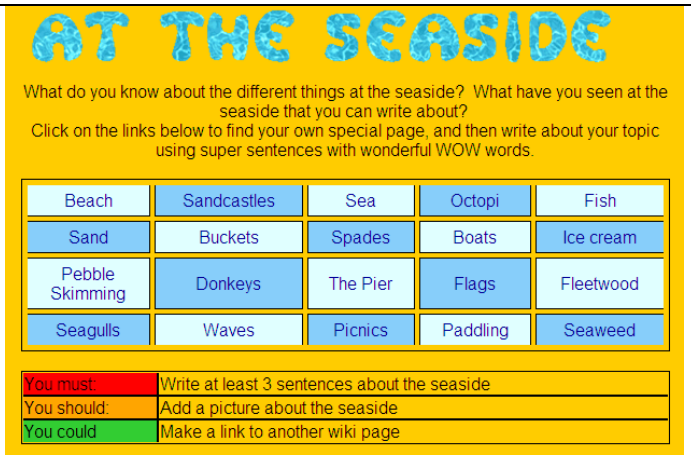
cLc Learning Platform Best Practice 4

The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.
Find more cLc Best Practice along with curriculum maps and 'How To' guides & films at www.clcsuccess.com

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	



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.

The named teacher has kindly agreed for this example and the relevant contact details, to be shared within the cLc community for other teachers benefit.