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<b>School:</b> Weston Point Primary School	<b>LA:</b> Halton
<b>Teacher:</b> Chris Bayne	<b>Students:</b> Year 6 (age 10-11)
<b>Contact:</b> <a href="mailto:depheadwestonpoint@hotmail.co.uk">depheadwestonpoint@hotmail.co.uk</a>	
<b>Learning Focus:</b> To encourage boys to write reflectively about their learning.	
<b>Curriculum Focus:</b> Literacy > Reflective Writing	
<b>Tools used:</b>  Blog	



**How this worked in practice:** Each child was shown how to access their My Panel (eportfolio), and the  My Resources within it. Here they were able to create a  Blog in which they began to record their daily lives which stimulated interest in writing by the boys involved. This daily recording soon developed into a more reflective learning style of writing, prompted by the teacher's open questioning which stimulated children into focusing on their learning, rather than their participation. Following this development of writing style, children were encouraged to look at each other's  blogs in order to exchange views, support peers, challenge each other's thinking and recommend learning resources to support each other's difficulties. This further extended their engagement and motivation as they were now aware of their audience and were able to compare and contrast their experiences, offering help and support and extending peer's learning. This resulted in an increased value and perception of learning amongst the boys, and stronger motivation to write which in turn increased the standards within the writing itself.

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

**Literacy:** Chronological Writing, Drafting, Checking spelling, Vocabulary, Writing for an Audience

**Learning:** Self-Assessment, Collaboration, Goal setting

**Next Steps:** The children could begin to use their  blogs to link to evidence of achievements stored within their  ePortfolio, alongside links to recommended learning resources to better support their blog visitors. In addition, the children could engage their parents and teachers in visiting their  blogs so that they too can better support the children by recommending strategies for tackling challenges as well as narrative examples of resources that they may wish to use.

