

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.

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School: Polehampton Infant School	LA: Wokingham
Teacher: Marianne Wilberforce	Students: Year 2 class (age 6-7)
Contact: mwilberforce@gmail.com	
Learning Focus: To design, deliver and review a curriculum topic through personalisation and AfL principles.	
Curriculum Focus: History (Great Fire of London), Literacy (Question Writing & Answering)	
Tools used: Forum, Wiki, Homepage, Images	



How this worked in practice: The school have a creative curriculum which enables skills across subjects to be taught within topic themes. In the example seen above (left) the children have begun the topic by adding questions to their 'Question Wall' which is a forum. Children add their questions as 'forum topics'. Later, as the term progresses and children learn about the subject matter, they return to the forum and 'post' (reply) to the forum topics (questions). Alongside this, during the course of the project children gradually and collectively build up a showcase of the knowledge that they have learned about the subject matter, and this is seen above (right) within a Wiki called 'The great fire of London'. Children added sentences about their learning as they discovered new facts, and built upon each other's understanding through the collaborative nature of wikis. The teacher was able to use the 'Article History' tab to review which children had added which facts in order to assess understanding and praise the children appropriately. In addition, children were able to create 'chapters' of their knowledge by subdividing their wiki off into sections through the use of WikiLinks. Alongside these two activities which personalised the children's learning experience, this class also recorded their 'offline' activities through a film. This film captured their scientific investigation into fire, showed their DT models of houses which would have been built during the Great Fire of London period, and captured their voices talking about their experience and learning. This film was embedded within the class homepage. Finally, the children drew pictures of the Great Fire of London using both offline art materials, and 2Paint software. The practical drawings were scanned in, and the 2Paint pictures were saved, and both were embedded in the class homepage as images to showcase.

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

Literacy: Question Writing, Answering Questions, Chronological Reporting, Fact Sentences.

History: Investigation, Chronological Understanding, Enquiry, Knowledge Sharing.

Science: Investigation of fire

DT: 3D modelling, 2D images

Learning: independent planning, peer support, drafting & editing, collaborating, communicating, co-constructing.

Next Steps: The children could begin now to explore resource links provided by teachers to useful and linked online resources which would enable them to independently research the answers to their own questions, and encourage reading.