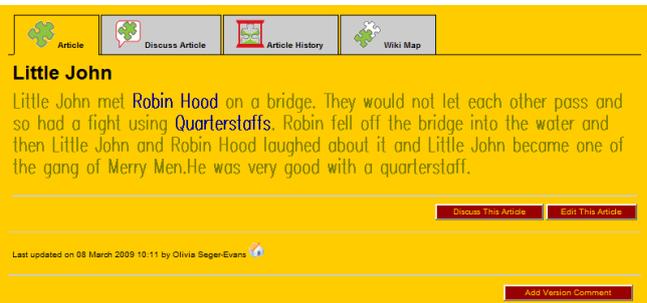


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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	Students: Year 6
Contact: mattboot@googlemail.com	
Learning Focus: To self-assess and differentiate, guided by teacher expectations and success criteria.	
Curriculum Focus: Literacy	
Tools used: Wiki, WikiLinks	



How this worked in practice: The children in Year 6 were learning about Robin Hood as part of their creative curriculum. During this learning, the children used a range of resources both offline and online to gain knowledge and understanding about Robin Hood and had begun to record this in their Learning Journal Blogs. However, children were finding that for every piece of knowledge that they gained, they would identify something else that they would like to explore and learn about, and so they quickly expanded the recording of their Robin Hood learning to create their own Robin Hood Wiki within their My Resources areas of their eportfolios. These Robin Hood Wikis then enabled children to develop their ideas, extend their coverage, differentiate their own experiences and continue their work after the classroom coverage finished. To ensure

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.

that the children were focusing on the right learning objectives, their teacher added a rubric to a shared class  area. This rubric can be seen above in a table, and has a number of sections including Content, Presentation and Linking Ideas. For each section children can identify what they need to do (instructions) and how they can improve their work because there are also three columns – Good, Great and Amazing to indicate the attainment standards. Children copied this rubric from the shared class  area into their Learning Journal  Blog where they self-assessed their  Wiki work and turned their understanding of their achievements Bold to indicate their self-assessment. Teachers were then able to easily access each child's Learning Journal  Blog to view both the work that the child completed and also their self-assessment of it. This speeds up the teacher assessment process and ensures that the child fully understands and takes ownership of directing and improving their learning activities and outcomes.

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

Literacy: Reporting

ICT: Internet Research, Multimedia presentation

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

Next Steps: The children could use their Eportfolio  homepage to record the Curriculum Areas and associated Targets that they are working towards, and link each of these to their attainments/achievements in these areas, and their Learning Journal  Blog which tracks their learning reflections and self-assessments. Teachers could explore using the Marksheet to track this centrally as part of APP/MGP/AfL.