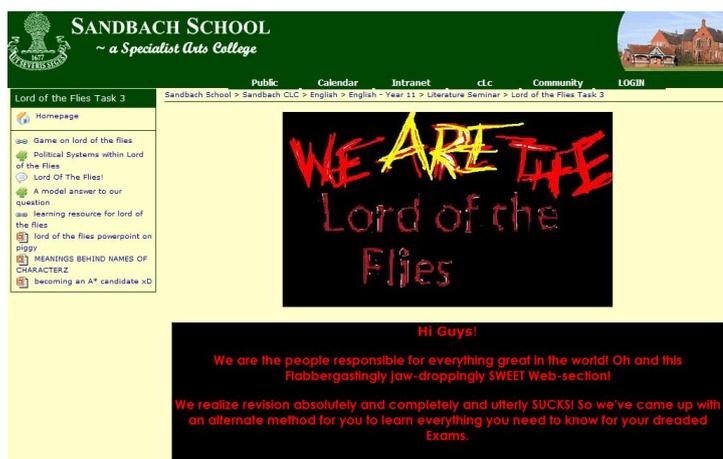


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How To' guides & films at www.clcsuccess.com

School: Sandbach School	LA: Cheshire
Teacher: Mrs Cawdron / Mrs Farrington	Students: KS4
Contact: ASykes@sandbachschool.cheshire.sch.uk	
Learning Focus: To increase effectiveness of Year 11 English GAT English Literature GCSE revision.	
Curriculum Focus: GCSE English Literature A-A* Grades	
Tools used:  Homepage,  Forum,  Wiki	



How this worked in practice: A group of Year 11 English Gifted and Talented students were set the challenge of producing a range of revision resources for the English Literature GCSE. The group were asked to explore exciting and engaging ways to create resources that covered the material from the AQA Anthology and the set text 'Lord of the files', aiming to help students achieve A* at GCSE. Two teachers gave the students the relevant English Literature study materials and explained exam technique. Within an hour the students were up and away, making their own activities within the cLc learning platform on a range of Poetry tasks and Lord of the Flies revision; the room was buzzing with ideas and interest.

The students created a range of linked resources from  wikis examining analytical aspects of the literature within the syllabus, through to uploaded  powerpoints used in lessons,  forums to discuss key points and issues within the set texts, and  homepages for each set text referred to within the area.

Leading up to Easter the work was completed, and students from Sandbach High School and Alsager School were invited to attend a showcase of the work. In early May these students participated in an afternoon of revision activities using the website resources created by our students and the challenge was a success!

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

English: Literature revision, collaborative writing, analytical reading, critical reading

Learning: Self & Peer Assessment, Motivation, Engagement, Self differentiation

Next Steps: The students could be increasingly encouraged to collect together resources as the learning coverage begins in class, with nominated students leading groups of students in building these resources over the period between coverage starting and the revision/examination period.