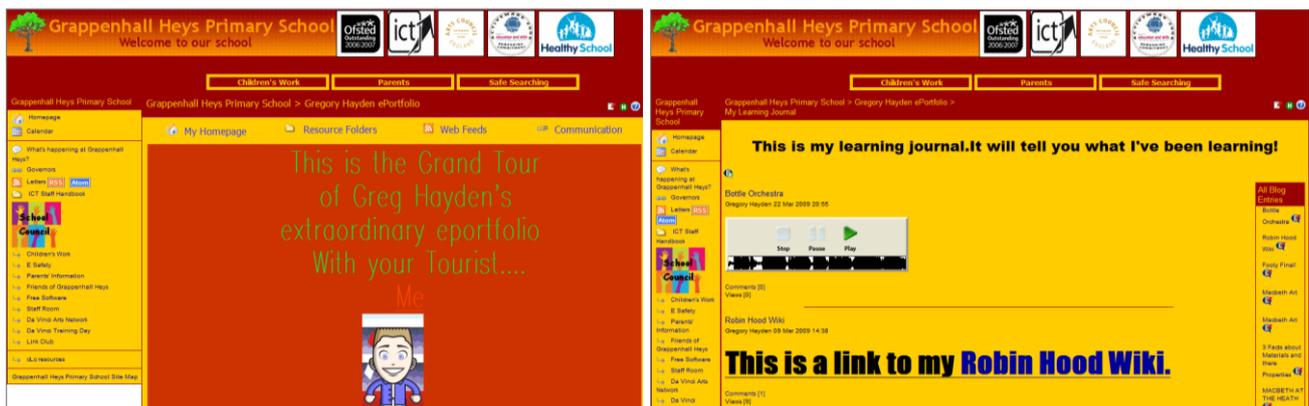


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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: All year groups
Contact: mattboot@googlemail.com	
Learning Focus: To create purposeful personalised online learning spaces.	
Curriculum Focus: Independent & Personalised Learning	
Tools used: Homepage, Blog, Add, Link, Task, Forum, Wiki, User Directory	



	Good	Great	Amazing	Outstanding
Content (What words and pictures you have used)	<ul style="list-style-type: none"> You have added information about yourself. You have uploaded a picture, but it may not be relevant to anything. You must remember to keep personal information you're your address secret. 	<ul style="list-style-type: none"> You have included details about yourself that other people may want to know. You have organised it into relevant sections, with subtitles. 	<ul style="list-style-type: none"> You have included pictures that illustrates your writing. These could be using Print Screen from a website. You have hyperlinked to other websites, to help the reader find more information. 	<ul style="list-style-type: none"> You have included a link to your Learning Journal so people can read your blog. You have linked to work you have uploaded so people can see work you have done in class or at home. You have recorded a sound clip and added it your page.
Layout (How it looks on the page)	<ul style="list-style-type: none"> You have a list of things on your page. Not all of the ideas are grouped together. 	<ul style="list-style-type: none"> You have grouped your work into sections and split them using a horizontal line. 	<ul style="list-style-type: none"> You have used an appropriate sized picture next to your writing instead of underneath it. 	<ul style="list-style-type: none"> You have put your writing and picture into a table so it all stays together on the page.
Presentation (How it looks on the page)	<ul style="list-style-type: none"> You have kept the original font, size and colour. 	<ul style="list-style-type: none"> You have changed the font, size and colour, lots of times, and there are lots of colours and fonts on the page. 	<ul style="list-style-type: none"> You have used the same font throughout the page, making it look more professional. You have changed the colour of certain 	<ul style="list-style-type: none"> You have made sure your colours complement each other, and do not clash. You use colour, or bold, italic or underlined text to make titles clearer

How this worked in practice: Children were asked to create a homepage for their ePortfolios in the first instance to begin to take ownership and direction within their ePortfolios for purposeful online learning spaces. To scaffold their content, presentation and purpose, the children were given a success criteria rubric (seen in bottom right screen shot) which enabled them to have a very clear set of objectives about what they would include, how they could lay it out and what a good eportfolio homepage might contain. This success criteria was sent to the children's ePortfolios directly using the Task tool in order for them to have constant access to it for review and improvements, and in order for their teachers to have quick and easy access to all their class ePortfolios at the click of a mouse.

Once children had created their ePortfolio homepage they were then asked to branch off it to link to related content within their ePortfolio, such as their Learning Journal Blogs (seen above) which are kept up to date daily using a combination of text, image, film and the sound recorder. Alongside this children's

ePortfolio  homepages  link to examples of their best work – both resources such as  wikis and  forums that they have collaborated in within shared class areas, but also  uploaded/scanned offline pieces of work, films of practical activities, photos and podcast explanations. I

In addition, children have used their ePortfolio  homepages to link to the  ePortfolios of others, thereby saving time using the  User Directory, and enabling them to easily work together, recommend useful learning resources, continually have a purposeful and authentic audience for their work and opportunity to provide and receive feedback as well as showcase their celebrations and achievements.

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

Literacy: Chronological & Non Chronological Reporting, Speaking, Presentation & Layout

Learning to Learn: Personalisation, Self-Review, Self-Assessment, Peer Review & Assessment

Next Steps: The children could begin to explore setting  quizzes and  surveys from within their eportfolio spaces for the peers to review and support reflection upon their ePortfolio work.