

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: Grappenhall Heys Primary School	LA: Warrington
Teacher: Matt Boot	Students: Year 6 (All year groups have this)
Contact: mattboot@googlemail.com	
Learning Focus: To enable children to choose and use personalised differentiated revision activities.	
Curriculum Focus: Independent Learning / Personalised Learning	
Tools used: Homepage, Links	

The screenshot shows a class homepage with a sidebar menu on the left containing various links like 'Planet Earth', 'My time in Year 6', 'Blogging rubric', and 'Easter Holiday Revision'. The main content area features three activity cards:

- BLOGGING:** A yellow card titled 'What have you done recently?' with text encouraging students to add to their blog, listen to science revision podcasts, and email work to jhay6@googlemail.com if they can't upload it.
- Easter Holiday Revision:** A yellow card titled 'English Maths Science' with text about using links for revision opportunities and a Wordle game link.
- Pivot Stickman:** A dark blue card with an animation of a stickman juggling, asking if students can create a juggler in Pivot Stickman and add it to their homepage.

At the bottom, there is a clock icon and text: 'I got the clock from www.clocklink.com Could you add one to your Eportfolio?'.

How this worked in practice: This has been an effective class homepage design which has enabled teachers to provide children with a range of activities linked to their learning using cLc tools, external tools and resources made within and beyond the schools. Every year group within the school from Foundation Stage through to Year 6 has a year group homepage which is used to steer children to a range of activities linking to their curriculum work, homework, community links, revision and support materials and parental engagement activities. In this example you can see links to remind children to update their eportfolio Learning Journal blogs, and also to the Revision Podcasts and Revision Wiki, and also encouraging children to make use of embedding Web 2.0 objects such as Wordle, PivotStickman and ClockLink into their eportfolio homepages to extend their exploration and thinking. Children were introduced to their class homepage within class time, and guided through the range of activities an linked opportunities available to them. They were also then guided through what was expected of them; how these links and activities could be used (when, where, how, with whom), and what benefits they could expect from using the links. This ensured that the children understood *what* was available, and also *why* it was being made available. Children thus were highly motivated to engage with these opportunities and used them in significant quantity. The outcomes were that children were more independent, differentiated and personalised their own extended learning and this consequently had impact upon both progression and attainment.

By the end of this sequence of work children had developed skills in:
Learning to Learn: Independent learning across the curriculum

Next Steps: Nominated or Alternating children could be given editor rights over their class homepage area for a week or half term and invited to prompt children to highlights within each other's eportfolios to enable children to more actively also steer each other's investigations, discovery and peer learning.