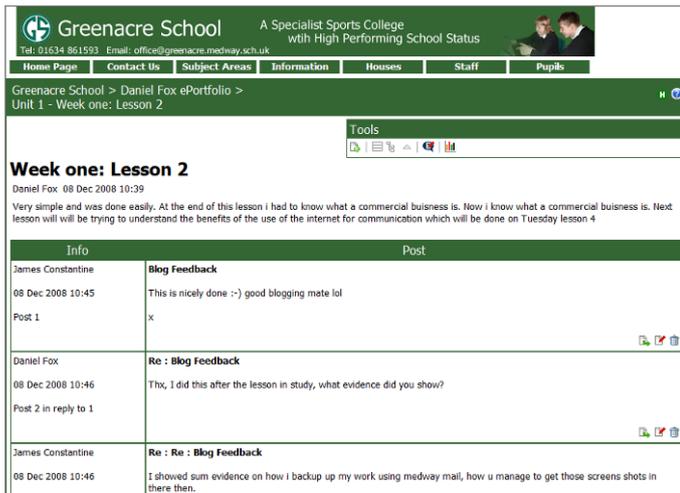


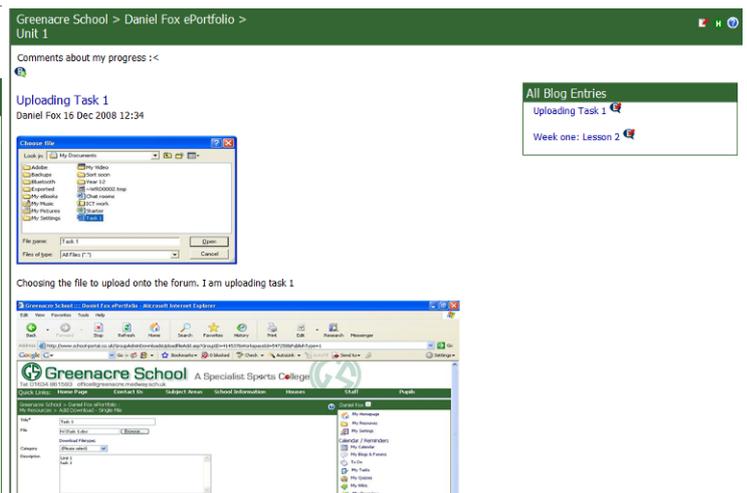
The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

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School: Greenacre School	LA: Medway
Teacher: Pete Stock	Students: Secondary
Contact: stocp003@medway.org.uk	
Learning Focus: To enable students to self-evidence and self-assess their achievements.	
Curriculum Focus: Diploma (IT)	
Tools used:  Blog,  User Directory	



The screenshot shows a student's ePortfolio page for 'Greenacre School > Daniel Fox ePortfolio > Unit 1 - Week one: Lesson 2'. The page features a 'Tools' bar and a 'Blog Feedback' section. The main content is a post by Daniel Fox dated 08 Dec 2008 10:39, discussing a commercial business lesson. Below the post, there are two feedback entries: one from James Constantine (08 Dec 2008 10:45) praising the blogging, and another from James Constantine (08 Dec 2008 10:46) asking for evidence of the student's work.



The screenshot shows a student's ePortfolio page for 'Greenacre School > Daniel Fox ePortfolio > Unit 1'. It displays a 'Comments about my progress' section and an 'Uploading Task 1' section. A file explorer window is open, showing the selection of a file named 'Task 1'. Below the file explorer, a message states 'Choosing the file to upload onto the forum. I am uploading task 1'. The background shows the ePortfolio interface with a navigation menu and a list of blog entries.

How this worked in practice: As part of their Diploma course students were set a series of assignments within the Unit of Work. Within these assignments students were asked to provide sufficient evidence of their work, skills and achievements to enable their teacher to be able to assess their capabilities, but also to enable other students to be able to learn from their peers.

In order to do this, students each set up a  Blog within their  eportfolio within which they captured a range of evidence for each task – through screenshots, annotation and commentary. The examples seen above show a student who has captured each stage of their activity achievement through screenshots and then added a narrative explanation around it.

Following this capture of evidence, students were then able to look at each other's  blogs using the search and find capabilities of the  User Directory, and comment upon the range and quality of evidence provided by their peers, but also ask questions of each other – the example above on the left shows such a conversation taking place between two students debating the quality and type of evidence that they have each chosen to share.

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

Learning Skills: Evidencing achievements, reflection on learning, Self & Peer Assessment

Next Steps: The students could include their success criteria as key focus points at the beginning of their forum entries and posts to ensure that their developments and improvements focus at all times on improving the quality of their work and outcomes, and facilitate self-assessment and target setting.