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: Gorse Ride Junior School	**LA:** Wokingham
Teacher: Lara Savory	**Students:** Years 3-6
Contact: lara.savory@ntlworld.com	
Learning Focus: To provide children with the opportunity to lead learning within guided parameters.	
Curriculum Focus: Science > Nature, Student Voice	
Tools used: 💬 Forum	

How this worked in practice: At Gorse Ride Junior School student voice is very important and a key focus of the style of teaching and learning within the school. The cLc learning platform has been key in supporting this focus on student voice in a number of ways, of which one can be seen above.

The teacher has set up a Nature Page within the Science curriculum area of the cLc learning platform. Within this area children have been assigned editing rights so that they are able to setup activities which prompt learning for each other. Some of the activities can be seen above on the left side of the page 💬 forums for – 💬 challenges, 💬 riddles, 💬 fact sharing, 💬 opinion sharing, 💬 questions and 💬 messages. Within each of these 💬 forums children are able to ask and answer questions, enter into debates, share knowledge and feedback to each other about the work that they are doing. All of which keeps children and their learning as the central focus for the activities rather than the teacher, freeing up teacher time to extend learning through support, questioning and dialogue rather than 'task administration/management'.

By the end of this sequence of work children had developed skills in:
Learning: Self and Peer Assessment, Independent and Personalised Learning
Science: Life & Living Processes > Nature

Next Steps: Once children are competent and confident in taking a lead on initiating activities for themselves and their peers, the next step could be to extend this across subject areas, and also provide further guidelines of the learning objectives and success criteria that they should target their independent learning around to ensure progression through attainment alongside increased independence and personalisation.