

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 empower children to lead learning in extra curricular activities.	
Curriculum Focus: Extra Curricular Clubs > Cooking, Student Voice	
Tools used: Forum, Custom Pages	



The screenshots illustrate the following content:

- Homepage:** A colorful 'COOKERY CLUB' banner, a welcome message from Mrs. Higgins, and a thank you note to members.
- Recipe Page:** A detailed recipe for 'Pancakes' including ingredients (150g plain white flour, 1 egg yolk, 1 tablespoon sherry, 1 tablespoon melted butter, 300ml milk) and instructions.
- Forum Post:** A post titled 'What happens when you?' by Georgina Keelty, asking 'When you put yeast in mixtures, does it rise or stay the same?' with a cartoon illustration of a smiling yeast blob.

How this worked in practice: The examples seen above show a range of activities within a Cookery Club area of Gorse Ride Junior School's cLc learning platform. The teacher running the clubs has given the children editing rights within this area in order that they can start, prompt and support activities themselves which support the learning for all those in Cookery Club. These activities include the use of custom pages for children to write and share recipes (a genre used to support cooking literacy instruction writing), and forums for discussions about tips and advice for beginner cooks – for example to put the oven on before beginning to make the recipe rather than waiting until the dish needs to go in. Children have also been able to use these discussion forums to explore scientific aspects of cooking such as the changes that happen when yeast is added to a mixture.

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

Learning: Self and Peer Assessment, Independent Learning, Enquiry

Literacy: Genres of Instruction Writing (recipes), Discussion, Debate and Question Writing

Science: Physical Processes > Food / Cooking

Next Steps: Children could now explore keeping blog diaries of their cooking successes and challenges.