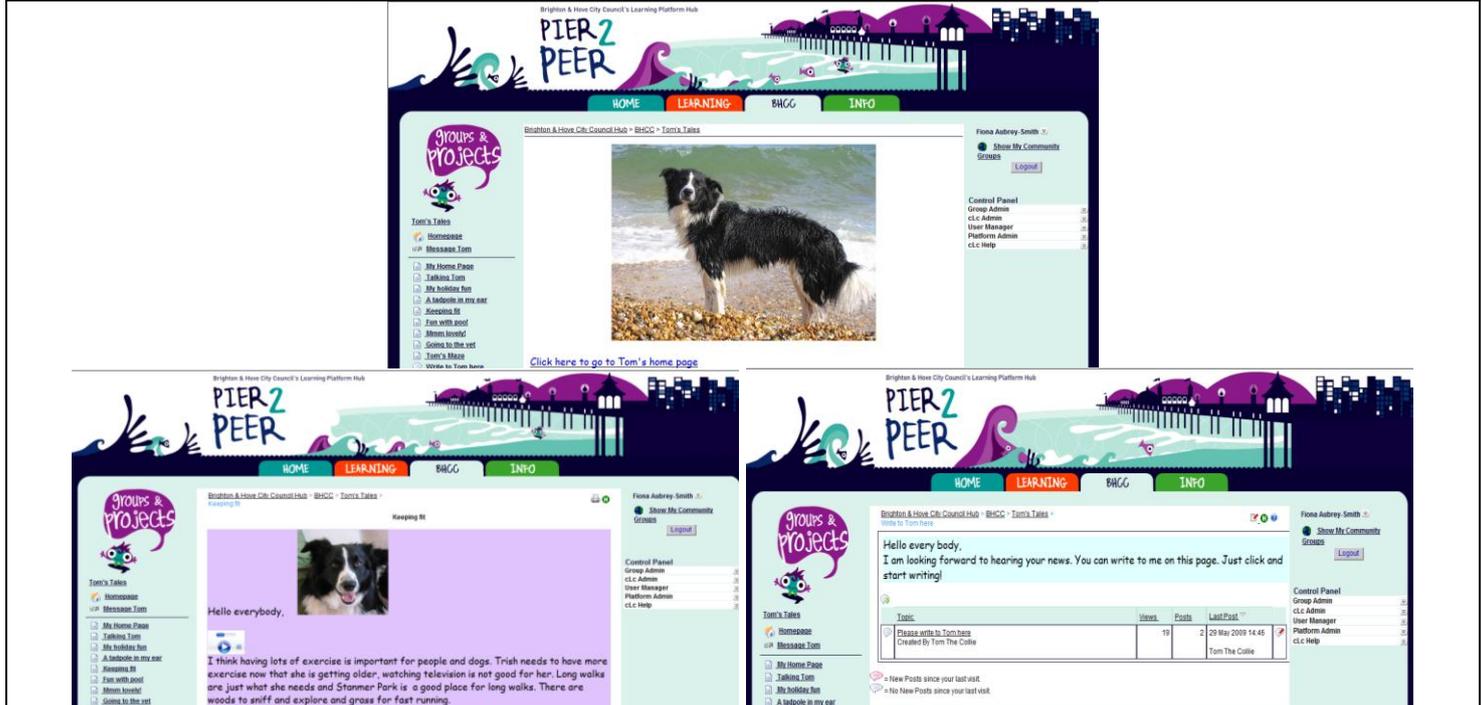


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How To' guides & films at www.clcsuccess.com

School: Whitehawk & Others – Cross LA Project	LA: Brighton & Hove
Teacher: Trish Adams	Students: Age ranges across the LA
Contact: Trish.Adams@lea.brighton-hove.sch.uk	
Learning Focus: To encourage children to read and write for a purpose and context.	
Curriculum Focus: Language & Literacy Support across the Local Authority	
Tools used: Homepage, Forum, Custom Pages	



How this worked in practice: The Language and Literacy Support Service at Brighton & Hove Local Authority have been working with a number of schools through the “Tom’s Tales” project which can be seen above. Tom the dog has his own subgroup area within Brighton & Hove LA’s cLc (cleverly named Pier 2 Peer), and Tom the dog also has his own account which is run by the Language and Literacy Support Service within the Local Authority. Each time the Language and Literacy Support Service work with a school as part of their normal development work, Tom the dog is used as a prompt to engage children and teaching staff in this project in order to raise language and literacy engagement and ultimately attainment. Children are encouraged to ask Tom the dog questions in his forum, to read his homepage, to look at his photo gallery custom pages, and to reply to Tom the dog’s questions in his forum (diary). In order to make Tom the dog’s diary appear to children as having live updates about Tom’s weekends, without causing an additional job for the Language and Literacy Support Service, the team have created a series of custom pages which act as diary pages, and have set the publish dates for these so that they appear to other users at staggered intervals. This keeps the levels of engagement and interest high for the children without causing the team to create new pages each weekend. This engagement by the children can then be seen in their diary forum entries.

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

Literacy: Writing, Speaking & Listening, Reading

ICT: Word processing (Forum editing) Uploading Images to the cLc

Next Steps: Children can now begin to add features of their current learning to their diary forum entries – for example telling Tom the Dog about what they’ve been reading, exploring, discovering or talking about in class. The Language & Literacy Support team is also going to incorporate a range of linked games & activities.

The named teacher has kindly agreed for this example and the relevant contact details, to be shared within the cLc community for other teachers benefit.