

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

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| School: Churchwood Primary School | LA: East Sussex |
| Teacher: Mrs Holland | Students: Year 5 (age 9-10) |
| Contact: nickyh@churchwoodcp.e-sussex.sch.uk | |
| Learning Focus: To promote creativity for children within their writing. | |
| Curriculum Focus: Literacy (Primary Framework > Year 5 > Persuasive Writing) | |
| Tools used:  Forum | |



How this worked in practice: There are a group of state and private schools within East Sussex who have begun to work together promote creativity for their learners through a collaborative project called "Flying High". This is facilitated by the "Cre8 Partnership" which consists of 8 local schools. Five Year 5 children from each of the schools have met together regularly to study each genre of writing, and parents are able to view  photos and  videos of some of these sessions on the Learning Platform.

The Flying High group were set the task of writing a persuasive letter for or against the creation of the Bexhill link road. The children were provided with a range of stimuli to prompt their knowledge and understanding before their writing began including two days led by poet Brian Moses. These two days included a walk to the Combe Haven Valley to see the proposed site along with interviews with supporters and opponents of the road and lots of consequent discussion.

Children then used this newly gained knowledge and understanding to structure, draft, write, improve and present their persuasive letter, and used  forums within the cLc learning platform to do this. This enabled children to continue their debate after the site visit, and for the children to post their draft letters so that feedback relating to the learning intentions was sought and used to help the children improve their writing.

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

Literacy: Persuasive Writing, Drafting, Checking spelling, Vocabulary, Layout, Editing.

Learning: self-assessment, peer-assessment, drafting & editing, collaborating, communicating

Next Steps: The children could now use an Enhanced Survey  (questionnaire) to gather opinions and then analyse the data for mathematical data handling, in order to support their arguments or viewpoints.