

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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<b>School:</b> Bradon Forest School	<b>LA:</b> Wiltshire
<b>Teacher:</b> Dave Wright	<b>Students:</b> Year 9
<b>Contact:</b> <a href="mailto:wrightd@bradonforest.wilts.sch.uk">wrightd@bradonforest.wilts.sch.uk</a>	
<b>Learning Focus:</b> To collaboratively discuss, debate and present a vision for 21 <sup>st</sup> Century Learning.	
<b>Curriculum Focus:</b> Speaking & Listening, Debating Skills, Reflective Thinking	
<b>Tools used:</b>  Wikis,  Forums	

### House of Commons

 <b>Article</b>	 <b>Discuss Article</b>	 <b>Article History</b>	 <b>Wiki Map</b>
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#### Plan

- 1) Introduction - us and our school. A pupils perspective. Movie of Photos and Blogs **Dan and Liv**  
Technology in School - **Mitchell**
- 2) Comparisons - good ideas from other schools (**Jo and Chris**)
- 3) The Big Idea LEARNING SHOULD BE FUN **Mitchell**
- 4) Detail -  
SEAL - Group Work -**Dan**  
Lessons - length and projects - **Jo**  
School day 11-5 **Mike**  
Longer /Creative tasks **Chris**  
Relax Health and safety concerns - we want hands on **Mike**  
Learning outside the classroom - work/trips/activities once a term. **Olivia**  
Teachers as facilitators - working things out yourself **Olivia**  
Outro **Chris and Mitchell**

Discuss This Article

Edit This Article

**How this worked in practice:** A group of AGAT students were identified by the English department on the basis of Speaking & Listening assessments completed in Year 9. These students worked collaboratively to discuss their current learning provision at Bradon Forest School through a  forum with key questions to prompt consideration. This was followed by a debate amongst the group of students in considering ways in which their learning could be improved and extended; extending the use of the  forum beyond questions and answers to posts challenging each other's thinking; giving them time to think, reflect, challenge and extend. The students then took their key points from this debate and worked collaboratively in a  wiki to prepare a presentation on how they would like to see their learning develop. These activities took place during class and school time as well as beyond school hours; engaging parents and families as well as extending the student's thinking.

Once the student's presentation was complete they presented this to the school SMT in order for their ideas to be pulled into the school development planning; ensuring student voice is acted upon. The students also scaled this influence upwards and took their presentation to the House of Commons in London to present to the Shadow Secretary of State for Schools. A shorter version was presented in school assemblies and the students asked their peers to add their ideas to the  forum to ensure that all student's opinions and voices were heard. The impact of these students work upon school has included a range of changes which have seen positive impacts, including learning 'Flexidays' to encourage learning outside of the classroom amongst others.

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

**Literacy:** Reading Information, Writing for an audience, Speaking & Listening, Presenting Skills,

**Learning:** Researching, Reflecting, Collaborating, Communicating, Improving Work, Self & Peer Assessment, Debate, Critical Thinking

**Next Steps:** Students have now planned to design a  Survey to get quantitative data surrounding their views and the potential future changes that could be made. This approach will be used to instigate change.