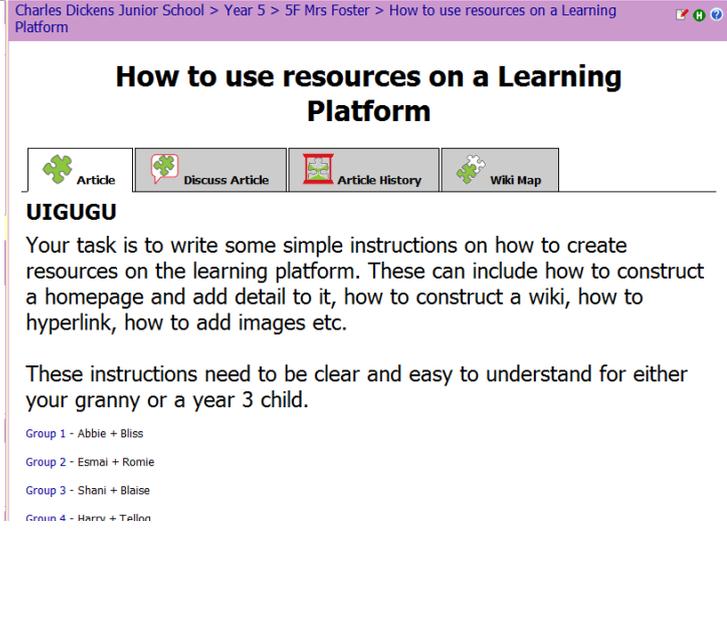


The cLc Learning Platform is supporting teaching and improving learning outcomes in schools around the world. These Best Practice examples enable teachers to share experiences, ideas and recommendations to support and aid other teachers tackling the same challenges.

Find more cLc Best Practice along with curriculum maps and 'How To' guides & films at [www.clcsuccess.com](http://www.clcsuccess.com)

<b>School:</b> Charles Dickens Junior School	<b>LA:</b> Portsmouth
<b>Teacher:</b> Linda Foster	<b>Students:</b> Year 6
<b>Contact:</b> <a href="mailto:lfoster@charlesdickens-jun.portsmouth.sch.uk">lfoster@charlesdickens-jun.portsmouth.sch.uk</a>	
<b>Learning Focus:</b> To empower students to help lead learning across the school community.	
<b>Curriculum Focus:</b> Literacy (Instructional Writing)	
<b>Tools used:</b>  Wiki	



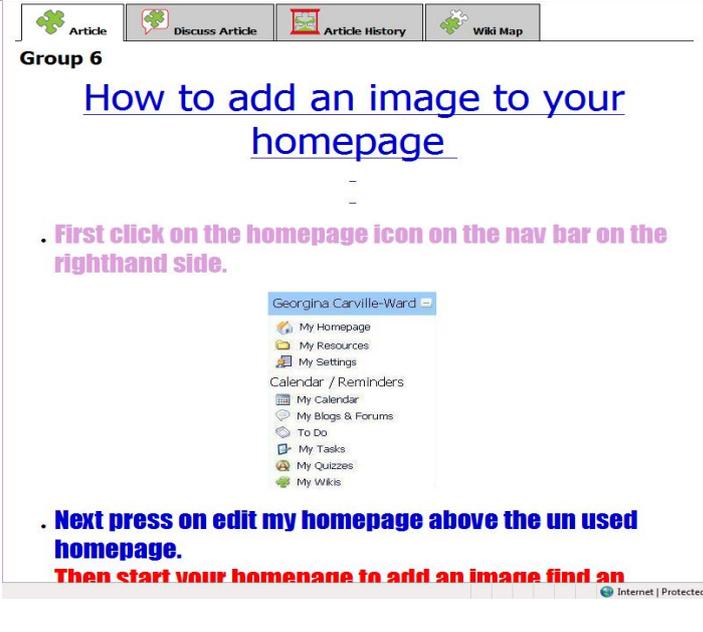
**How to use resources on a Learning Platform**

**UIGUGU**

Your task is to write some simple instructions on how to create resources on the learning platform. These can include how to construct a homepage and add detail to it, how to construct a wiki, how to hyperlink, how to add images etc.

These instructions need to be clear and easy to understand for either your granny or a year 3 child.

Group 1 - Abbie + Bliss  
Group 2 - Esmal + Romie  
Group 3 - Shani + Blaise  
Group 4 - Harry + Tallon



**Group 6**

**How to add an image to your homepage**

- First click on the homepage icon on the nav bar on the righthand side.

Georgina Carville-Ward

- My Homepage
- My Resources
- My Settings
- Calendar / Reminders
- My Calendar
- My Blogs & Forums
- To Do
- My Tasks
- My Quizzes
- My Wikis

- Next press on edit my homepage above the un used homepage.
- Then start your homename to add an imane find an

**How this worked in practice:**

When this school began to explore using the cLc learning platform they considered ways in which the whole school could begin to use the exciting opportunities available without creating unsustainable demands on already busy teachers. As a consequence, children were asked to create a series of 'How To...' pages in order to personalise the instructions for the school community. This had the clear added benefit of empowering the children to explore the new opportunities, whilst also developing their skills in Instructional Writing, Layout & Presentation and reviewing their own work for accuracy and quality. Children used a  wiki which branched off for each team within the class who then chose the Instruction that they wished to write about. Each group created  WikiLink to their page so that they could begin writing their instructions. The nature of the  Wiki allows each group member to make their own additions whilst maintaining visibility of who has added each addition, and also allowed the teams to review the work they had written; amending to improve on their collective work. Students used text and  images to ensure that their instructions were suitable for the whole school including their youngest year 3 students. Once completed the students fully understood the functions of the resource their instructions covered, but also that of the  wiki in readiness for using wikis in their other classwork. In turn the final product became a useful resource that both, students involved in and students outside of production could use to support their work on the cLc.

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

**Literacy:** Instructional Writing, Writing for an audience.

**Learning:** Self assessment, Team work, Communication.

**ICT:** Word Processing (editing wikis), Using different resource tools.

**Next Steps:** Moving forward students could peer-assess the instructions written by their peers according to Literacy Success Criteria to focus carefully on improving literacy skills.