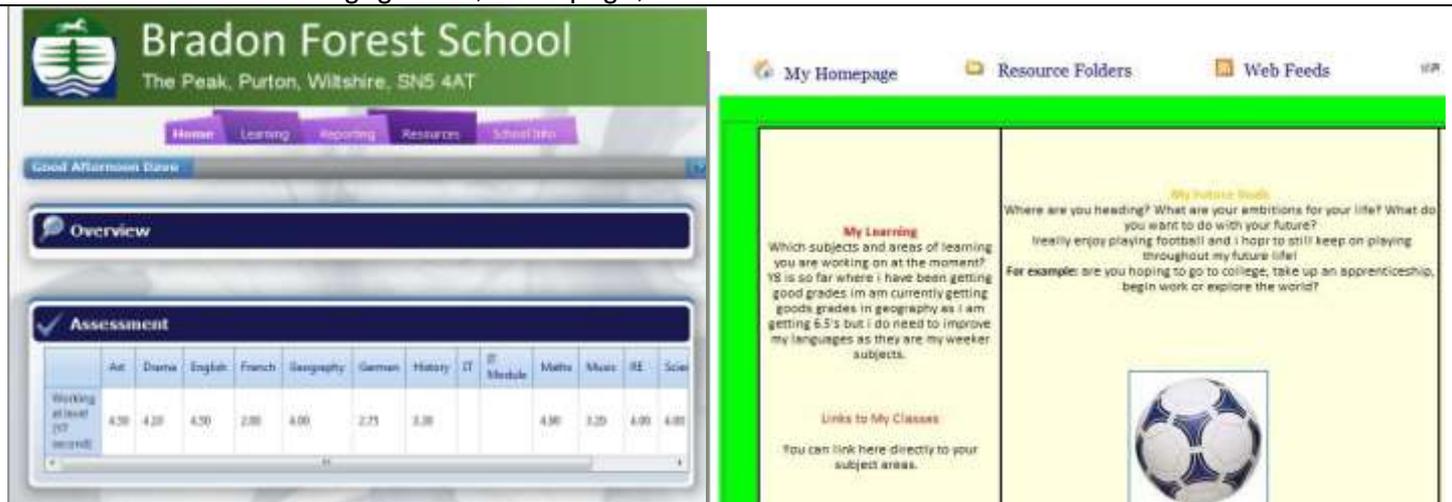UniServity

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: Bradon Forest School	**LA:** Wiltshire
Teacher: David Wright	**Students:** Years 7 and 8
Contact: wrightd@bradonforest.wilts.sch.uk	
URL: http://www.school-portal.co.uk/GroupHomepage.asp?GroupID=70653	
Learning Focus: Monitoring, encouraging and giving pupils ownership of progress	
Curriculum Focus: Literacy, ICT, Numeracy	
Tools used: Parental Engagement, Homepage,	

How this worked in practice: Bradon Forest has been investigating ways in which our pupils can be involved in, understand and control their own progress. Through AfL initiatives in all subject areas the pupils receive regular updates on their progress based on Levels or Working At GCSE grades. The pupils agree targets with their teachers in all their subjects and through 'AfL grids' in pupil speak and verbal and written feedback, the pupils can see what they need to do to progress. See example in ICT. http://www.school-portal.co.uk/GroupDownloadFile.asp?GroupID=970650&ResourceId=3302292

As well as this subject approach we wanted the pupils to think of the bigger picture and reflect on their progress across the school so they could transfer success in a stronger subject into one where they were weaker.

We launched the Parental Engagement tool to the pupils at the same time as we launched it to their parents as we wanted the pupils to use the data in a number of ways. Dave Wright works with a different tutor group each morning and shows them how they can find their data on the Learning Platform. http://www.school-portal.co.uk/GroupDownloadFile.asp?GroupId=70770&ResourceID=3914928

The pupils look at their data and can see the big picture of the subjects where they are making most and least progress. This is immediately powerful as previously they would only see all subjects together in their reports. The pupils then open a tab and in it open their homepage. In previous years we have done a lot of work with the pupils in developing their homepages. In early years the pupils used the page purely socially so we could get a clear message of e-safety across to them as they were in a protected area compared to their social networking sites. In later years they have added to their pages by reflecting on their eco credentials, their preferred learning styles and skills and their GCSE options. The template we have developed and used was ideal for the pupils to record their views of the levels they were at, so the pupils were given time to update their homepage.

There is a drawback as teachers are currently updating levels on SIMS three times a year so the levels in

Parental Engagement will not be 'live' compared to teacher assessed progress from lesson to lesson. However the opportunity for the pupils to be involved in dialogues with their tutor and parents as well as their subject teachers is a huge plus.

The reflections that the pupils have made on their homepages show they want to know how to progress and have grasped the opportunity to own their own progress

By the end of this sequence of work children had developed skills in:
Literacy: Presenting Information,
Reflection
Transferring Skills

Next Steps: Dave Wright will continue to work with tutor groups each morning. The pupils will be given further opportunities to update their Homepage reflections in tutor time and be encouraged to look at how they can take success in some subjects into others. We are looking at ways this can be made into a dialogue with parents potentially using Blogs for pupils to record these conversations.

There are loads more opportunities to share all the data we gather on our pupils with our pupils. We have started with levels but will also look at attendance and behaviour as we extend the use of this new tool.