

An Enterprising Approach	
Subject	English and Enterprise – Canisbay Primary – Gill Munro
Lesson	Writing stories which have then been compiled as a Storybook to be Sold.

Brief description

The stories were part of the pupils 'normal' writing exercises within the curriculum. The class then collated and packaged the stories in book and CD format for sale to the community.

“Enterprising” it!

1. How we made learning **relevant** by putting into a **real context**

The pupils, as part of their normal class work were writing stories around the topic of legends and myths. Pupils used a mind map to plan their work and then when they had completed the first draft they self-assessed their work using a prepared sheet (attached). The teacher then uses 'tickled pink' and 'green for growth' in discussion with pupil about their essay. The essay is then edited and typed. There is then a period of peer-assessment – each essay being assessed 3 or 4 times until there is an even balance of opinion. (sheet supplied). Pupils who are assessing use the 2 C's – compliment before criticism.

Pupils then have an editorial conference with the teacher before a final peer assessment takes place in pairs with the teacher. At every assessment stage the pupil revises their written work in accordance with suggested alteration/improvements.

Finally pupils work in pairs to edit their stories together after drawing up an action list.

During the course of this programme the teacher illustrates different types of writing for specific purposes. Writing is also linked to other subject areas in the curriculum.

After all the writing has had its final draft the pupils organized themselves into groups to construct the storybook for selling to the community. Groups were established for the following purposes – Illustrating individual stories, creating cover, completing a glossary, burning CD's and collated the book.

2 How we encouraged pupils to take **responsibility**

Pupils have been given responsibility with regard to editing materials prepared by other members of the class. Pupils have been fulfilling this function throughout the year and so have been able to assess and edit in a reasonably objective manner.

Pupils also have responsibility for organizing the production of CD's and Book. They allocated the jobs, ensured that monitoring took place, set and met deadlines and marketed the finished product.

The school has a link with a school in Malawi and the story book was going to be translated and used in the sister school in Africa.

3 How we involved partners in learning – building **relationships**

External = Business / Community / Parents & Families

Completed Books and CDs were going to be sold to parents and families.
Link with the sister school in Malawi

Internal = Other adults in school

Headteacher and class teacher.

4 How we **reflected** on its success - assessment

Through the assessment/editing process pupils were able to see the improvement in the quality of their written work after detailed examination by themselves, other pupils and the teacher.

This style of working has been established within the classroom resulting in the development of a very positive collaborative ethos between pupils.

5 **Review** - further ideas for development

The class teacher was looking at how to develop areas of peer and self assessment in other curricular areas.

6. **Links** with ACfE

Successful Learners

Pupils learnt the power of collaborative working. They were able to make reasoned evaluations about the quality of their and other pupils work.

Effective Contributors

Pupils were able to develop their skills in positive criticism. During the production of the CDs and Storybook pupils were able to solve practical production problems.

Confident Individuals

Pupils of all abilities were able to achieve success both academically and in practical production methods. Pupils also learnt to deal with criticism and to review their work in the light of the comments of others.

Responsible Citizens

Over the academic year pupils developed a respect for others within the classroom scenario. They learnt the value of others opinions and how to deal with criticism.