

Mid-Year 2 Portfolio Review

60 minutes

Strand 2.1: Appreciating my Community

Reflecting

Outcome LCW.M2.S1.ALT3.1

WHAT THIS LESSON DOES

You will build a Portfolio Health Check that lists each banked ALT, its evidence, and where it lives, so thin or missing pieces are obvious now rather than the night before the Portfolio in Action brief.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.ALT3.1	reflect on the role they played during the collaborative problem-solving task to address a real-life community issue, demonstrating the development of a broad range of transferable skills.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Index all banked ALTs and supporting evidence with locations
- Name gaps where evidence is thin, missing, or hard to find
- Keep an index page that updates each time something is banked

KEY TERMS

Term	What it means here	For example
Portfolio index	A living contents page for your Digital Portfolio that names every major artefact, where it sits, and whether it is finished. Your Portfolio Health Check is this living index.	A single document listing ALT 1, ALT 2 and ALT 3 with the evidence behind each and the folder it lives in
Evidence map	The link between an Applied Learning Task and the supporting pieces that prove it: drafts, feedback notes, research, and process documents.	ALT 3 listed beside the problem definition, ideation board, solution page, process reflection and final collaborative reflection
Gap	A place where an ALT claims more evidence than you can actually point to, or where a required piece is still missing, unfinished or hard to find.	ALT 2 banked, but the peer-review note and costed training milestones are not listed anywhere

BEFORE THE BELL

- Confirm live Digital Portfolio access for Strands 1.1, 1.2 and 2.1.
- Have a recovery route ready for blocked cloud access (shared machine, offline export, or deferred save path).
- Have a quiet after-class recovery plan ready for anyone missing a banked ALT final; the student page already invites honest draft/missing status.
- Know the expected home folders for this course sequence: ALT 1 final typically Strand 1.1; ALT 2 final typically Strand 1.2; ALT 3 evidence and today's Portfolio Health Check in Strand 2.1.
- On screen this lesson: list builder.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Your Portfolio Health Check
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking how many students could hand their portfolio to a stranger and have that person find ALT 3 in under a minute. Most cannot. That is the problem this lesson solves.

Remind the class that ALT 1, ALT 2 and ALT 3 should already be moving toward banked. Anyone missing a final version needs a quiet recovery plan with you after class, not a public call-out. The student page already invites honest draft/missing status so they are not frozen at the start.

5 min Key Terms

Keep this brisk. The terms only earn their keep when students open their own folders and start writing rows. Stress once that **portfolio index** is the concept and **Portfolio Health Check** is the file name they save in Strand 2.1.

35 min Build Your Portfolio Health Check On screen: list builder

EXPECTED HOME FOLDERS IN THIS COURSE SEQUENCE

- **ALT 1 Personal Statement final:** typically Strand 1.1 (students write the folder they actually used)
- **ALT 2 Career Progression Plan final:** typically Strand 1.2
- **ALT 3 Collaborative Reflection final and process evidence:** typically Strand 2.1
- **Portfolio Health Check (today's artefact):** Strand 2.1

If a student saved an ALT final elsewhere, the index should record the real location, not the ideal one. Use the table above only when they ask which folder is expected.

SUGGESTED TIMING

- **0-10 mins:** run the list builder on the board; insist every agreed line could be checked by a stranger; treat starters as sample rows A-C, not copy-paste content
- **10-30 mins:** students build their own Portfolio Health Check from their real folders
- **30-35 mins:** pair swap: partner tries to locate one listed item from the index alone; if they cannot, the row gets rewritten

LOOK-FORS (EXEMPLAR EVIDENCE, NOT MANDATES)

- Rows name real documents, not vague labels like "reflection stuff"
- Gaps are named honestly rather than skipped
- ALT 1: earlier drafts, voice revision, tailored variant, change notes where they exist
- ALT 2: source material, alignment note, peer-review record where they exist
- ALT 3: evidence reaches back across the collaborative task (problem definition, ideation, solution, process reflection, presentation), not only the final reflection file

TEACHING TIPS

This is not a tidy-up essay about folders. If a student starts writing a paragraph about how organised they are, stop them and point them back to the index rows.

Students who already completed ALT 3 self-assessment may have criterion notes they can cross-reference here.

Pathway variation is normal: a blank where a named exemplar piece never existed is only a gap if the ALT genuinely needed that piece. Do not force false missing rows.

10 min Think About It

Keep the pair talk to about four minutes, then take two or three gap examples on the board. Push for specific missing documents, not mood statements like "ALT 2 feels weak".

Flag quietly anyone whose index shows a banked ALT with almost no supporting evidence: that is a supervision conversation, not a class humiliation.

5 min What you covered

Spot-check five Portfolio Health Check documents before the bell. Confirm the file exists in Strand 2.1 and that at least one genuine gap is named.

Tell the class this page is the bridge into Strand 2.2 workplace engagement: when placement evidence starts landing, it gets a new row rather than a new scavenger hunt.

TEACHING MOVES

- Model the index structure through whole-class discussion before individual work begins.
- Treat starter chips as labelled sample rows A-C; students copy headings only, not class example content.
- Encourage students to reword headings if the suggestions feel vague.
- Circulate during the main activity to prompt specific gap identification and to stop tidy-up essays about folders.
- Keep pair discussions focused on concrete missing documents.
- Use one name aloud for the file: Portfolio Health Check. Call it a portfolio index only when teaching the concept.

WHAT TO WATCH FOR

- Students omit evidence locations: direct them to include folder names or file references.
- Gaps described vaguely: insist on naming exact missing documents.
- Index left incomplete: check that all three ALTs are covered.
- Students invent files to fill exemplar lists: reframe as list what exists; name true absences only.
- Students copy class sample rows instead of their own folder contents.

DIFFERENTIATION

- Support: Offer a pre-formatted template with column headings.
- Extension: Challenge students to propose actions for closing identified gaps, or add a fourth block for non-ALT strand evidence.
- Support: Pair less confident students with peers for the pair-locate check.

WHAT STUDENTS ARE LEFT WITH

- Portfolio Health Check: living index of three ALTs, evidence, locations and gaps