

Self-Assessment in Practice

60 minutes

Strand 1.1: Understanding Myself

Applying

Outcome LCW.M1.S1.VAL.4

Outcome LCW.M1.S1.VAL.1

WHAT THIS LESSON DOES

In today's lesson you consolidate your top threes from values, aptitudes, achievements and interests into one document. You spot patterns across the lists and include one thing others see that you had not claimed.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S1.VAL.4	identify their aptitudes, achievements and interests, reflecting on how they have developed.
LCW.M1.S1.VAL.1	outline the importance of values in life, identifying and prioritising values that are most important to them and explaining why.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Consolidate top threes across values, aptitudes, achievements and interests
- Spot patterns where two strengths keep appearing together
- Name one thing others see that you had not claimed

KEY TERMS

Term	What it means here	For example
Self-assessment	An honest stock-take of who you are right now, built from evidence you already hold rather than from a fresh list of opinions.	Pulling your Values, Aptitudes, Achievements, Interests and What Others See documents into one page a stranger could read
Pattern	Something that keeps showing up across different parts of your own material, not a one-off claim.	The same quiet noticing skill appearing in an aptitude, an achievement, and something a coach said about you
Consolidation	Bringing separate pieces of evidence into one usable picture, instead of leaving four separate lists sitting in four folders.	Self Assessment v1, the single document that later drafts of your personal statement draw on

BEFORE THE BELL

- Ensure students have their Values, Aptitudes, Achievements, Interests and What Others See documents open and ready in the Strand 1.1 folder.
- Check cloud access. Students who cannot open prior documents should still complete the audit from memory and mark any thin rows for homework catch-up.
- On screen this lesson: self-audit.

Self-Assessment in Practice

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build Self Assessment v1
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Before the lesson, ask students to have these Strand 1.1 documents open and ready: **Values, Aptitudes, Achievements, Interests**, and **What Others See**. Anyone missing a document can work from memory for today and backfill later; do not let missing files stop the main task.

Say out loud what kind of work today is: they are applying material they already have, not gathering new self-knowledge. The job is to make what is already written usable, and saying that at the start stops students opening a blank page and starting again.

5 min Key Terms

Two or three minutes is enough here, because the terms only need to be in the room before the audit starts. The important distinction is pattern versus list: if a student cannot yet name two things that keep appearing together, that is useful information about where their material is thin, not a failure.

35 min Build Self Assessment v1

On screen: self-audit

SUGGESTED TIMING

- Minutes 0-12: self-audit on screen; circulate for empty evidence boxes
- Minutes 12-32: write Self Assessment v1
- Minutes 32-35: final polish of patterns and others-see lines; paired talk stays in the next step

TEACHING TIPS

Head off copy-and-paste. If a student is pasting four top-threes with no patterns paragraph, stop them and ask: *What keeps turning up in more than one list?*

The external-feedback row is load-bearing. Students who wrote “nothing surprised me” in Lesson 12 still need one concrete gap, even a small one.

Confirm students save the file as **Self Assessment v1** in the Strand 1.1 Digital Portfolio folder. Name it clearly so Portfolio in Action tracking can find it later: it is both today's artefact and the seed for personal-statement drafts.

LOOK-FORS

- Evidence lines name a real occasion, not an adjective
- The patterns paragraph links at least two different documents
- The “others see” line uses a role (teacher, coach, parent) rather than a full name if the student prefers

DIFFERENTIATION

Students with thin prior documents complete the top threes they can evidence and leave blank lines marked “to backfill”, then still write the patterns paragraph from whatever they have. Stretch: name a second pattern and say which one a personal-statement reader would care about first.

10 min Think About It

Keep this as paired talk for most of the room. Listen for students who only restate their top value; push them back to cross-document links.

Optional share-back: two volunteers read only the patterns paragraph, not the full top threes.

The Closing note under Self Assessment v1 is genuinely optional. Do not turn it into a second mandatory artefact; the required in-class product is Self Assessment v1 with top threes, patterns, and others-see.

5 min What you covered

Confirm every student has a **Self Assessment v1** document in the Strand 1.1 Digital Portfolio folder before they leave. A half-finished patterns paragraph is acceptable if the top threes are in; a page of top threes with no patterns paragraph is not.

Note thin audits for the next personal-statement lessons: students with empty “others see” lines will need a prompt to reopen What Others See.

TEACHING MOVES

- Keep the key terms section tight to focus on the distinction between patterns and lists.
- During paired discussion, listen for students restating only their top value and redirect to cross-document connections.
- Model identifying a pattern through whole-class discussion if many students struggle.
- Circulate the room during the audit activity to prompt evidence from existing documents.
- Self Assessment v1 is a Digital Portfolio artefact in the Strand 1.1 folder (document file, e.g. .docx or .pdf). It is today's required product and the seed for personal-statement drafts and Portfolio in Action evidence later in the strand.

WHAT TO WATCH FOR

- Creating new lists instead of drawing from existing Strand 1.1 documents; redirect to the provided materials.
- Naming isolated claims rather than recurring patterns; ask for the same strength in two areas.
- Leaving out the external feedback; remind students to include one item from What Others See.

DIFFERENTIATION

- Support: Allow students without documents to complete from memory and flag rows for homework.
- Extension: Ask students to draft a second patterns paragraph or consider links to a personal statement.
- Support: Pair students who finish early with peers needing help spotting patterns.

WHAT STUDENTS ARE LEFT WITH

- Self Assessment v1: top threes plus patterns paragraph as key ALT 1 input