

Refining, Peer Review and Banking ALT 2

60 minutes

Strand 1.2: Understanding my Progression Opportunities

Reflecting

Feeds ALT 2

Outcome LCW.M1.S2.ALT2.1

Outcome LCW.M1.S2.PROG.1

WHAT THIS LESSON DOES

Review your partner's career progression plan against SMARTER goals, connected pathways and costed training criteria. Act on the one key change suggested and bank your improved final plan in your digital portfolio.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M1.S2.ALT2.1	create a career progression plan that incorporates various education, training and workplace opportunities and outline how it aligns to their personal statement.
LCW.M1.S2.PROG.1	identify the diversity of progression opportunities available to them.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Peer-review a career progression plan for SMARTER quality, connected pathways and costed training
- Act on the one change your reviewer names
- Bank ALT 2 Career Progression Plan Final in your Digital Portfolio

KEY TERMS

Term	What it means here	For example
Peer review	A structured judgement of someone else's work against named criteria, with a specific comment on each and one priority change they could act on today.	You read a partner's plan and say which goal is only stated, not SMARTER, and name the one change that would most improve it
ALT 2 final	The banked version of your Career Progression Plan: three SMARTER goals across one, three and five years, with education, workplace and additional-training pathways connecting them.	Three dated SMARTER goals, a named FET course that feeds the workplace row, and a short course costed with provider, fee and hours
Redraft	Rewriting the plan so it leaves the room different from the draft that came in, because of the one change your reviewer named.	You add a named provider, fee and hours to an empty extra-training box after your partner flags it as uncosted

BEFORE THE BELL

- Ensure every student has their ALT 2 Career Progression Plan Draft open on their device or printed.
- Prepare a spare printed blank plan outline for anyone who has lost their file.
- Agree one review handoff method for the whole room: export or screenshot the completed rubric, or paper slip with four judgements plus one change.
- Check that every student has their draft open before pairs form, and keep a spare printed blank plan outline beside you for anyone who has lost the file, so they can still be reviewed rather than sitting out. Agree one handover method for the whole room before pairs start: either they export or screenshot the completed on-screen rubric, or they write the four judgements plus the one change on a paper slip, and either way the review goes to the partner before anyone redrafts. Settle that as a single route for everyone, because if half the class invents its own method the reviews go astray and students begin redrafting with nothing in front of them.
- On screen this lesson: peer review.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
40 min	activity	Peer Review and Redraft ALT 2
5 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by confirming every student has their **ALT 2 Career Progression Plan Draft** open on their device or printed. Pair students who can be honest with each other. Remind the room: a flat list of eight compliments is not a review; one named change is.

5 min Key Terms

Keep this brisk, because the four review criteria are printed in the rubric the pairs open in the next step and they will read them there with a real plan in front of them. Take the three terms at a fair pace and move on rather than working through the criteria as a lecture now, which would use up the review time.

40 min Peer Review and Redraft ALT 2

On screen: peer review

SUGGESTED TIMING

- **0-15 min:** peer review in pairs; circulate and push for line-level comments, not "looks good".
- **15-18 min:** pairs hand over reviews (export, screenshot or paper slip); check each student can name their one change out loud.
- **18-40 min:** silent redraft and bank; confirm the Final file exists before anyone leaves the main step.

CONTINGENCY

At about 30 minutes into this step, anyone without **ALT 2 Career Progression Plan Final** saved continues redrafting through Think About It, and only the pairs who have saved theirs join the paired share. A saved final file is worth more today than the discussion, so let the redrafting run on.

LOOK-FORS

- Goals that are dated wishes with no evidence or checkpoints
- Education and workplace rows that never meet
- "Extra training" with no provider, fee or hours
- A plan a stranger could not follow step by step

TEACHING TIPS

If a pair finishes the review early, send them straight into the redraft. Avoid reopening a full review of the whole strand here, because the work being assessed today is the redraft and the saved final file, and that redraft is the only thing that improves it.

5 min Think About It

Priority order: saved Final first, then paired share. Students who are still redrafting keep working, so do not pull them into the talk prompts until their file is in the Strand 1.2 folder.

Run a short paired share for those who are ready. Listen for students who only tidied wording, and push them to name a structural change, such as a cost, a link between two rows or a checkpoint. The optional note on how the review felt is for after class so that it does not take time away from saving the file.

5 min What you covered

Before dismissal, spot-check that **ALT 2 Career Progression Plan Final** exists in each Strand 1.2 folder. Log ALT 2 as banked. Anyone without a saved Final stays to finish; do not mark the draft as the final.

ANSWERS AND LOOK-FORS

- Goals are SMARTER, not just stated - Can you check each goal? Specific act, evidence, date, and what they do if it goes off track?
- Pathways actually connect the goals - Does each milestone make the next one possible, or are there three separate wishes with dates?
- Additional training is real and costed - Named provider, fee, hours, and the door it opens. An empty cost box is not researched.
- Somebody else could follow this - Could a guidance counsellor or parent pick this up and know the next step this month?

TEACHING MOVES

- Pair students who can give honest feedback to each other.
- Model the peer review process briefly with a whole-class example if needed.
- Circulate the room during the main activity to prompt specific comments on criteria.
- Remind students that the final plan must show a clear difference from the draft.
- Priority order: saved Final first, then paired share. Banking wins over discussion.

WHAT TO WATCH FOR

- Students make only minor wording changes instead of structural improvements; solution is to insist on addressing the named priority change.
- Reviews lack specific line references; solution is to require comments that point to exact parts of the plan.
- Failure to save the final version; solution is to spot-check folders before dismissal.
- Unclear handoff of the review; solution is one room-wide method (export, screenshot or paper slip) before pairs start.

DIFFERENTIATION

- Support: Provide a checklist of the four criteria for students who struggle with the rubric.
- Extension: Ask students to suggest an additional criterion for future peer reviews.
- Support: Allow extra time for redrafting if a student receives complex feedback; they continue through Think About It until Final is saved.

WHAT STUDENTS ARE LEFT WITH

- ALT 2 Career Progression Plan Final banked with reviewer change noted