

Placement Day 2

60 minutes

Strand 2.2: Engaging with the Workplace

Reflecting

Outcome LCW.M2.S2.ENG.7

Outcome LCW.M2.S2.ENG.8

WHAT THIS LESSON DOES

Midway through your placement, you rate six core transferable skills based on actual workplace tasks completed so far. Back each rating with a specific example from the floor and bank Placement Day 2 Reflection evidence for ALT 4.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.7	engage with a work experience or work shadowing experience.
LCW.M2.S2.ENG.8	generate and reflect on feedback related to their performance and engagement with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Rate six core transferable skills using real workplace occasions
- Identify one skill the placement shows you are weaker at than you thought
- Bank mid-placement evidence that ALT 4 will need

KEY TERMS

Term	What it means here	For example
Mid-placement audit	A structured check of your transferable skills while the placement is still happening, so the evidence comes from the floor rather than from memory weeks later.	Rating your communication after the phone call you took on Tuesday, not after you have gone home for the last time
Workplace evidence	A specific occasion from the placement: what you were asked to do, what happened, and what it showed, that makes a skill rating mean something.	I had to ring a supplier about a missing delivery and write down what they said for my supervisor
Transferable skill	A skill that works across different contexts (school, community, and work), such as communication, teamwork, problem-solving, or time management.	The same listening habit you use in group projects showing up when a customer asks a question you cannot answer yet

BEFORE THE BELL

- Remind students where pre-placement ratings live (daily skill log from Strand 2.1, or Strong Skills Evidence from Strand 1.1).
- Seed a blank Placement Day 2 Reflection template in the Strand 2.2 Digital Portfolio folder if the school uses shared drives.
- Confirm any part-time or voluntary shift substitutes only where school LCW work-experience policy already allows that route.
- Remind students where their pre-placement ratings live, which is usually the daily skill log from Strand 2.1 or Strong Skills Evidence from Strand 1.1, since a good few will not remember they made one. Those who are mid-placement off-site may complete this on return, and the evidence standard stays the same for them. Part-time or voluntary shifts count as a substitute only where the school's LCW work-experience policy already allows that route. If you have not said it in the opening step, say here what ALT 4 is: the later Strand 2 task in which students plan a response to workplace feedback. Today's surprising weakness and evidenced ratings are raw material for it rather than the task itself.
- On screen this lesson: self-audit.

Placement Day 2

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Mid-Placement Skills Audit
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who can name one specific thing they were asked to do on a recent shift that they had not done before. That is the quality of evidence this lesson needs. Students still waiting on placement timing can use a recent part-time or voluntary shift only where the school's LCW work-experience policy already allows that substitute; do not invent a parallel route in class, because the policy is what makes the substitute count. Keep the bar the same: one real occasion per rating.

It helps to say once, early, what ALT 4 is: the later Strand 2 task in which students plan a response to workplace feedback. Today's surprising weakness and evidenced ratings are the raw material they will draw on for that task, and are not the task itself.

5 min Key Terms

Spend under a minute on the table. Stress the evidence rule: *no rating without a moment from the floor*. Students who cannot find a moment for a claim have learnt something useful about that claim.

35 min Mid-Placement Skills Audit On screen: self-audit

SUGGESTED TIMING

- **0-5 mins:** students open the audit and enter previous ratings where they match the six core skills.
- **5-25 mins:** they rate and evidence each of the six skills from what has happened at work.
- **25-35 mins:** they create or open Placement Day 2 Reflection, copy the six rows across and write the surprising-weakness paragraph.

LOOK-FORS

- Evidence names a day, a task and an outcome rather than a personality label.
- At least one rating has moved from the pre-placement view, or the student can say why it has not.
- The surprising weakness is honest and specific enough that ALT 4 could turn it into a development goal.
- The portfolio file exists with the six rows and the weaker-skill paragraph, since the audit tool on its own does not keep the work.

TEACHING TIPS

Circulate and challenge empty evidence boxes. If a student rates themselves high with no occasion behind it, ask *when did that show up this week?* Keep pastoral procedures in mind if a placement is going badly, and follow the school's own process rather than asking about it in front of the room.

10 min Think About It

Keep this to a short pair share, then a mandatory one-line portfolio capture before the summary. Prompt one or two students to name the skill they were surprised by, without turning it into a full-class confession. Link forward lightly: ALT 4 needs development areas with real feedback behind them; today's surprising weakness is often one of those areas. Check that the supervisor-perspective sentence is in the document before moving on.

5 min What you covered

Exit artefact check (minimum):

- File titled Placement Day 2 Reflection exists in Strand 2.2
- Six skill rows with mid-placement rating and evidence sentence (day, task, what happened)
- Paragraph headed Skill I am weaker at than I thought
- One supervisor-perspective sentence under the weaker skill

Flag anyone whose evidence is still generic so they can fix one line tonight while the day is fresh. Feedback conversations and structured supervisor input sit later (Placement Day 3 / closing well), not as a cold ask in this lesson. The optional stretch is off-class only if a natural moment arises.

TEACHING MOVES

- Model writing a strong evidence sentence using an example from the key terms table during the introduction.
- Circulate during the audit to prompt specific day and task details where ratings lack evidence.
- Make clear the audit UI is working notes only; the portfolio artefact is Placement Day 2 Reflection.
- Keep the pair share focused with a short timer, then require the supervisor-perspective sentence before summary.

WHAT TO WATCH FOR

- Providing a rating without any workplace example: direct students back to the rule that every rating needs day, task and outcome.
- Using overly general evidence like 'I talked to customers': ask for the exact day and what was said or asked.
- Treating the lesson self-audit answers as the finished portfolio piece: the external document is the artefact.
- Forcing a personal pre-placement skill that does not map onto the six: map where labels match; leave previous blank if there is no match.

DIFFERENTIATION

- Support: offer sentence starters such as 'On [day] I was asked to...' for evidence.
- Extension: challenge students to predict how their supervisor might rate the same skill and why (feeds the required supervisor-perspective line).
- Support: allow students to work in pairs to brainstorm evidence moments if struggling alone.

WHAT STUDENTS ARE LEFT WITH

- Placement Day 2 Reflection: skills audit with workplace occasions and one surprising weakness