

Creating and Assessing Your ALT 4 Plan

60 minutes

Strand 2.2: Engaging with the Workplace

Applying

Feeds ALT 4

Outcome LCW.M2.S2.ALT4.1

WHAT THIS LESSON DOES

Assess a partner's plan against ALT 4 criteria with specific comments on each. Ensure your own goals include named evidence and dated checkpoints. Implement the most important change to improve measurability.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ALT4.1	create and assess a plan that will respond to feedback on their engagement with the workplace, that focuses on areas for further progress and development.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Assess a partner's plan criterion by criterion against the ALT 4 criteria
- Ensure every goal carries named evidence and a date it will exist by
- Make the one change that matters most and strengthen the measurability of your own plan

KEY TERMS

Term	What it means here	For example
Plan assessment	Judging a response plan against clear criteria, with a specific comment on each one, so the author knows exactly what to fix.	Your partner marks one goal 'Nearly' and writes: 'This says monthly review but never names what you will hold in your hand by 30 November.'
Named evidence	A real piece of proof you will be able to point to later, a certificate, a rota, a revised CV, a second draft, not a vague promise to 'keep working on it'.	A Safe Pass certificate dated by the mid-term break, or two front-of-house shifts written onto a rota by 30 November.
Dated checkpoint	A calendar date by which the named evidence must exist, so you can tell honestly whether the goal is on track.	'Second draft of my CV with the placement on it, saved by Friday 14 March.'

BEFORE THE BELL

- Ensure every student has an ALT 4 draft to open in the Strand 2.2 folder.
- Minimum viable draft if someone missed the prior lesson: two development goals, each with one action and one clause naming the feedback that prompted it.
- Pair students before the activity so no one is without a partner.
- Confirm every student has an ALT 4 draft to open. Anyone who missed the previous lesson needs at least two development goals, each with one action and one clause naming the feedback that prompted it, before the swap is worth anything. Anyone without even that drafts two goals with evidence-and-date lines plus a feedback-source clause during Part 2 rather than reviewing a blank page; their partner still writes whatever comments the thin page allows and focuses on the one-change sentence.
- On screen this lesson: peer review.

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HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Assess, Date, and Change
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking who already has a date next to every goal on their ALT 4 draft. Most will not. That gap is the whole lesson. Pair students before step 3 so nobody is hunting for a partner mid-period. Students who missed the draft lesson work from whatever ALT 4 material they hold, even if incomplete; the activity step gives them a student-visible recovery path.

5 min Key Terms

Spend under a minute on the table. Make clear that the four-criterion tool is a practice standard you are using in class to sharpen the draft, not the SEC brief word-for-word, so nobody quotes it back as if it were the official wording. The test students need is simple: *Could a stranger check this on a named date?* If not, it is still a wish.

35 min Assess, Date, and Change On screen: peer review

SUGGESTED TIMING

- Minutes 0-15: pairs run the four-criterion rubric review, paste it into the partner's document, and hand the file back.
- Minutes 15-35: authors add dated evidence, feedback-source clauses, enact the one change, and write the required two-line checkpoint note.

MODEL ONCE

Before pairs start, model one weak example goal on the board and write a single line-pointing comment (for example: mark Nearly on evidence-date and name the line that only says 'review monthly'). One example is enough, because a second one eats into the fifteen minutes the pairs need for the review itself.

LOOK-FORS

- Comments point at a line, not the whole plan.
- Evidence is a thing that will exist (certificate, rota, file), not a feeling or a cadence.
- Every goal has a calendar date, not 'ongoing' or 'monthly'.
- Partner review text (criterion judgements + one-change sentence) is visible inside the saved document, not only in the activity session.
- The outgoing file is saved as **ALT 4 Response Plan Final** and differs from the incoming draft.
- The two-line checkpoint note is present under Partner review.

TEACHING TIPS

If a pair finishes early, have them swap again and test one dated checkpoint against a hard question: *What exactly will you hold on that day?* Watch for plans that still say 'practise communication' with no occasion and no artefact.

10 min Think About It

Keep this oral for the two talk prompts. Spot pairs still defending 'monthly review' language and send them back to name the artefact. Check that the two-line checkpoint note is present in the saved Final document; it is required Portfolio evidence, not optional. No typed answers on the lesson page.

5 min What you covered

Quick scan: every student should leave with dates on the page, partner review text inside the document (not only in the tool), the two-line checkpoint note present, and the file saved as **ALT 4 Response Plan Final**. Flag anyone whose goals are still cadence-only for a catch-up before the next ALT 4 lesson. Note who is ready to bank versus who still needs a full goal rewrite.

ANSWERS AND LOOK-FORS

- Goals are SMARTER, not just stated - Can you see SMARTER detail (Specific, Measurable, Achievable, Relevant, Time-bound, plus how it will be Evaluated and Recorded), or only a heading that sounds like a goal?
- Real learning experiences named - Are the actions concrete (a module, a shift, a short course, a life task), or could anyone have written them?
- Progress can actually be checked - Could a stranger tell on the checkpoint date whether this happened? If not, the measurement is still a wish.

TEACHING MOVES

- Model the review tool once with one weak example goal and a line-pointing comment at the start of the activity.
- Remind pairs the four-criterion tool is the class formative standard aligned to ALT 4, not a verbatim external mark scheme.
- Circulate during peer review to encourage specific line references and to check that the review is pasted into the partner's document before Part 2.
- Use whole-class discussion to clarify what counts as named evidence.
- Emphasise focusing on one key change rather than multiple small edits.
- Outgoing file must be saved as ALT 4 Response Plan Final, with partner review text and the two-line checkpoint note visible inside it.

WHAT TO WATCH FOR

- Using vague terms like 'monthly review' without naming an artefact - prompt for a specific item such as a certificate.
- Forgetting to include dates - require students to add a calendar date to each checkpoint.
- Writing general comments in peer review - insist on comments that point to exact lines in the plan.
- Leaving the review only in the lesson tool - the saved Final must contain the pasted partner review.

DIFFERENTIATION

- Support: Offer sentence starters for writing review comments on each criterion.
- Extension: Ask students to suggest an additional dated checkpoint for one goal.
- Support: Allow time to draft two goals with evidence, dates, and a feedback-source clause if no plan is available.

WHAT STUDENTS ARE LEFT WITH

- ALT 4 Response Plan with dated evidence per goal, partner review and one change made