

Course Synthesis and Portfolio in Action Readiness

60 minutes

Strand 2.2: Engaging with the Workplace

Reflecting

Feeds ALT 4

Outcome LCW.M2.S2.ENG.10

WHAT THIS LESSON DOES

Reflect on your entire LCW course by sorting portfolio artefacts into quality descriptors and creating a map and synthesis. This prepares your organised folder for the Portfolio in Action brief without starting from scratch.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.ENG.10	reflect on their engagement with the workplace.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Synthesise learning across four strands and four ALTs
- Map portfolio artefacts to Participating, Reflecting, Applying and Communicating
- Confirm the portfolio is organised and findable for Portfolio in Action

KEY TERMS

Term	What it means here	For example
Portfolio in Action	The 60% Additional Assessment Component of LCW: an SEC-issued annual brief you respond to in Sixth Year by drawing on the work already in your Digital Portfolio. You do not submit the portfolio itself.	A multi-modal response that uses your personal statement, career plan, collaborative reflection and workplace plan as evidence
Descriptor of quality	One of four cross-cutting standards the Portfolio in Action is judged against: Participating, Reflecting, Applying and Communicating. Every strong portfolio artefact should clearly show at least one.	A placement skills audit with real workplace occasions is strong evidence of Reflecting
Course synthesis	A short, honest overview of what you now know about yourself, community and work that you did not know at the start of LCW, drawn from the four strands and four ALTs rather than from memory alone.	After ALT 3 placement I can name two situations where I ask for feedback instead of guessing. Strand 1 community work changed who I think a stakeholder is. If the brief landed tomorrow I would open my Day 2 skills audit and my Career Progression Plan first.

BEFORE THE BELL

- Digital card sort on the platform is the default for the sample sort. Print the 12 sample portfolio card labels only as a no-device backup or optional board-sort: Three-day placement day notes with tasks completed; Values list with one real occasion per value; Career Progression Plan with three SMARTER horizons; First-contact email to a named workplace; Collaborative task five-minute presentation; Placement feedback note sorted into vague, evidenced, actionable; Personal statement V4 final; Mock interview self-evaluation against criteria; Community issue investigation with three impacted groups; ALT 4 plan with dated evidence for each goal; Day 2 transferable-skills audit with workplace occasions; Peer review of a partner's personal statement draft.
- Keep the four descriptors visible (board or slide): Participating, Reflecting, Applying, Communicating.
- Have a blank four-column Portfolio Map template ready for support students (Artefact filename | Source | Primary descriptor | Why this descriptor).
- Have students open Strand 2.2 and confirm they can see their ALT folders. Circulate early for anyone still missing an ALT 4 final, and tell them to finish and save that file before they touch the map.
- On screen this lesson: card sort.

Course Synthesis and Portfolio in Action Readiness

HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Map and Synthesise Your Portfolio
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming that this is the final LCW lesson in the recommended sequence. Take a quick show of hands: who can find their ALT 1, ALT 2, ALT 3 and ALT 4 finals in under a minute? If most hands stay down, say so plainly and use it to set up the work, because finding the evidence quickly is exactly what today is for.

Confirm every student can open their Strand 2.2 folder before the main step. If anyone is still missing a banked ALT 4 final, flag it early so that when they sort their work in the main step they finish and save that file first.

5 min Key Terms

Spend only two or three minutes here, because the writing in the main step needs the time. Put the four descriptor names on the board before the sort: **Participating, Reflecting, Applying, Communicating**. Students will need them visible for the next thirty-five minutes.

NEW 15 Sep: this lesson now names the 40% written examination alongside the portfolio component. Two minutes. Students arrive at the readiness lesson having heard about Portfolio in Action all year and, until now, about the written paper once in Lesson 1. Say plainly that there are no past papers because the subject is examined for the first time in 2027, so class work is the revision. Expect the question 'what will be on it?' and answer honestly: the strands and the four ALTs.

35 min Map and Synthesise Your Portfolio On screen: card sort

SUGGESTED TIMING

- **0-10 min:** card sort on devices, which is the default; pause on one contested card and ask for two defences before anyone writes. Sort printed cards on the board only if devices are down.
- **10-28 min:** Portfolio Map build into `Strand2.2_Portfolio_Map`; look for one primary descriptor per artefact, real filenames, and gap rows where needed.
- **28-35 min:** Course Synthesis three-bullet scaffold into `Strand2.2_Course_Synthesis`. Three bullets is all you are asking for in class; the full prose page is finished at home.

LOOK-FORS (PRIORITY ORDER)

- ALT 4 Response Plan Final banked, or explicitly flagged for follow-up before the bell.
- Maps name real filenames the student actually has, not a wish list of titles; gaps are marked.
- Descriptor choices are defended with a concrete feature of the artefact (evidence, audience, action taken).
- Synthesis scaffold cites strands or ALTs rather than "I grew a lot". Incomplete full prose is expected and tracked, not failure.

TEACHING TIPS

When two students put the same card in different buckets, treat both as legitimate if the defence is specific. That is how Portfolio in Action reading works: the brief cares that the evidence is real and the claim is clear.

SUPPORT TEMPLATE (PORTFOLIO MAP)

Pre-format a four-column table for anyone who needs it: Artefact filename, Source (ALT or strand), Primary descriptor, and Why this descriptor. Seed six to eight blank rows plus optional starter rows for the ALT 1 to ALT 4 finals, so that students who need support are not inventing structure under time pressure.

10 min Think About It

Open with 3-4 minutes silent finish on map or synthesis scaffold, then keep the talk oral and short. Invite two pairs to name a thin spot from whatever rows they have and the smallest fix. If ALT 4 is still unbanked for anyone, that is the fix before the bell.

5 min What you covered

Exit check (honest completion gate): every student can point to whatever exists of Course Synthesis, Portfolio Map, and ALT 4 Response Plan Final in Strand 2.2. Note anyone still missing a banked ALT or an empty map for follow-up. Incomplete synthesis prose is expected after one production block; track it, do not treat it as failure of the period. Remind the class that Portfolio in Action draws on this folder when the SEC brief is issued in Sixth Year; the portfolio itself is not submitted.

ANSWERS AND LOOK-FORS

- Participating - Three-day placement day notes with tasks completed; Collaborative task five-minute presentation; Community issue investigation with three impacted groups
- Reflecting - Three-day placement day notes with tasks completed; Values list with one real occasion per value; Placement feedback note sorted into vague, evidenced, actionable; Personal statement V4 final; Mock interview self-evaluation against criteria; ALT 4 plan with dated evidence for each goal; Day 2...
- Applying - Career Progression Plan with three SMARTER horizons; Mock interview self-evaluation against criteria; Community issue investigation with three impacted groups; ALT 4 plan with dated evidence for each goal
- Communicating - First-contact email to a named workplace; Collaborative task five-minute presentation; Personal statement V4 final; Peer review of a partner's personal statement draft

TEACHING MOVES

- Model the sorting of one sample card with the whole class before independent work, including one borderline defence pair (e.g. collaborative presentation as Participating or Communicating).
- Circulate during the mapping activity to assist with descriptor identification and real filenames.
- Facilitate a brief whole-class discussion on borderline cards from the sample sort.
- Keep the four descriptors visible on the board for reference throughout.
- Triage order for students: bank ALT 4 if missing, then map, then synthesis scaffold.

WHAT TO WATCH FOR

- Assigning artefacts to multiple descriptors without selecting a primary: advise students to choose the most evident one and justify.
- Failing to include all four ALTs in the Portfolio Map: remind students to check Strand 2.2 folders and add gap rows where a final is missing.
- Writing the Course Synthesis from general recall: direct students to reference the specific strands and ALTs.
- Treating incomplete full-page synthesis as failure: the in-class bar is the three-bullet scaffold; full prose is own-time.

DIFFERENTIATION

- Support: Offer the pre-formatted Portfolio Map template listing key artefact slots (ALT finals plus personal statement, career plan, placement notes).
- Extension: Ask students to identify an artefact evidencing two descriptors and explain the links, still naming one primary on the map.
- Support: Pair students who have banked ALT 4 with those needing to complete it.

WHAT STUDENTS ARE LEFT WITH

- Course Synthesis plus Portfolio Map listing every artefact against quality descriptors; ALT 4 banked in final form if not already