

CAS: purposeful action and reflection

Companion discussions for the current introductory lessons

Who defines the need?

- Students plan planting beds, but the community partner asks for accessible signs.
- What would a purposeful response involve before anyone starts work?

Plan with the partner

- Revise the purpose together. Explain actual creativity, activity or service through what participants do.
- Agree responsibilities, maintenance and school-approved safety and permission. Plan evidence of a real challenge and learning.
- A strand label or website quiz cannot approve the experience or certify CAS.

Two hours is a description

- A garden session had confusing instructions. A student records only the time spent.
- What decision, feedback and next action would make the reflection useful?

Show a change in understanding

- Describe the specific moment, your response and its effect; represent teammate feedback fairly.
- Agree roles before the next visit and check understanding after fifteen minutes. Later feedback tests whether communication improved.
- Credit others and protect privacy. An impressive-sounding account is not a substitute for actual learning.

Review a reading visit

- Long stories leave younger pupils little response time. The partner teacher asks for shorter texts.
- What should the group agree and how should it judge the revised session?

Reciprocity, action and evaluation

- Agree appropriate texts, roles, supervision and permissions with the partner before the next visit.
- Seek specific feedback on response time and question difficulty; explain your contribution and remaining problems.
- Use the review to set the next action. One improved visit does not establish every CAS outcome.

Beyond an opening day

- A herb-garden team plans one planting visit. A later review finds an inaccessible narrow path.
- How could a sustained collaborative project respond and show individual learning?

Sustain, review and record

- Agree care, roles and milestones with the partner and school. Revise access only through the approved process.
- Keep actual decisions, partner feedback and an account of your contribution, challenge and learning.
- The acquired brief describes a project of at least one month within a regular programme of at least 18 months; confirm current school requirements.
- This fictional plan cannot complete the real project, portfolio or school review.

Review sustained action

- Explain whose need the activity addresses and how the partner shaped the plan.
- Connect a real decision, feedback and a later change to evidence of learning.
- Distinguish a sustained collaborative project from one opening-day event.
- Explain why a fictional plan, time log or quiz cannot certify CAS completion.

What does a team photograph show?

- Mei drafts a map legend, Arun checks room labels, and Jo seeks librarian feedback. A photograph shows the finished map and all three pupils.
- What evidence could explain Mei's own contribution and the reason for her revision? This case is fictional.

Connect action, evidence and learning

- Dated drafts show Mei's legend revision. Explain the feedback and decision, credit teammates and check the effect with the partner.
- Some readers identify study rooms correctly; one still confuses the lift and stairs. Report both findings and agree a relevant next revision.
- A photograph or attendance list cannot establish every action or outcome. Use genuine records and protect privacy.

The workshop can continue without the film

- A centre asks pupils not to record participants in a proposed craft workshop. One pupil wants a film for a portfolio.
- What is the activity purpose? Whose interests matter, and what should happen before action?

Respect the boundary and explain the alternative

- Pause participant recording and agree the changed plan with the partner, responsible adult and school.
- Preserve an appropriate way to take part without being recorded. Own materials or an approved account may support specific learning without visitor images.
- Explain the affected interests and limits; a proposed revision does not establish actual action, benefit or CAS completion.

Check yourself

- Identify a partner-agreed purpose and explain your own contribution.
- Connect evidence to learning and report mixed feedback honestly.
- Respect changed permission, participant choice and privacy; justify an approved alternative.
- Keep fictional practice distinct from authentic experiences and school programme review.