



# Lomond View Academy

## Learning, Teaching and Assessment Strategy



**C** CHILD  
**I** INCLUSION  
**R** RESEARCH INTO  
**C** CURRICULUM  
**L** LEARNING  
**E** EDUCATION

Meta-skills		
Self-management	Social Intelligence	Innovation
Focusing	Communicating	Curiosity
Integrity	Feeling	Sense-making
Adapting	Collaborating	Creativity
Initiative	Leading	Critical thinking

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YOUTH AND  
PHILANTHROPY  
INITIATIVE  
SCOTLAND



Developing the  
Young Workforce





## Introduction

At Lomond View Academy, a coherent and consistent whole-school approach to learning, teaching and assessment is fundamental to our mission of supporting young people. Our Learning and Teaching Policy is underpinned by the United Nations Convention on the Rights of the Child (UNCRC). As a Rights Respecting School, we ensure that children's rights are central to our practice. This policy has been developed collaboratively by staff and pupils at Lomond View Academy, in line with Inverclyde Council's Learning, Teaching and Assessment guidance.

Our strategy aims to support all staff in the planning, delivery and review of high-quality learning experiences that are personalised, flexible and responsive to the needs of our learners. We are committed to providing a trauma-informed, neuro-affirming education that nurtures positive relationships, builds self-esteem and confidence. We build strong partnerships with our community and create an environment where all young people feel safe, valued, and able to thrive.





## Rationale

This strategy is underpinned by Lomond View Academy's Vision, Values and Aims and in conjunction with Inverclyde Council's own Learning, Teaching and Assessment Policy. This policy provides a clear and consistent framework for learning, teaching, and assessment across Lomond View Academy. This policy promotes inclusive, high-quality education that recognises and respects the diverse needs of our pupils. Our approach is designed to foster resilience, ambition, and a strong sense of belonging. Through this policy, we seek to remove barriers to learning and ensure that every young person meets our vision to thrive and explore their full potential. Through personalised education we aim to nurture positive relationships, Develop self-esteem and confidence and build strong partnerships with our communities.





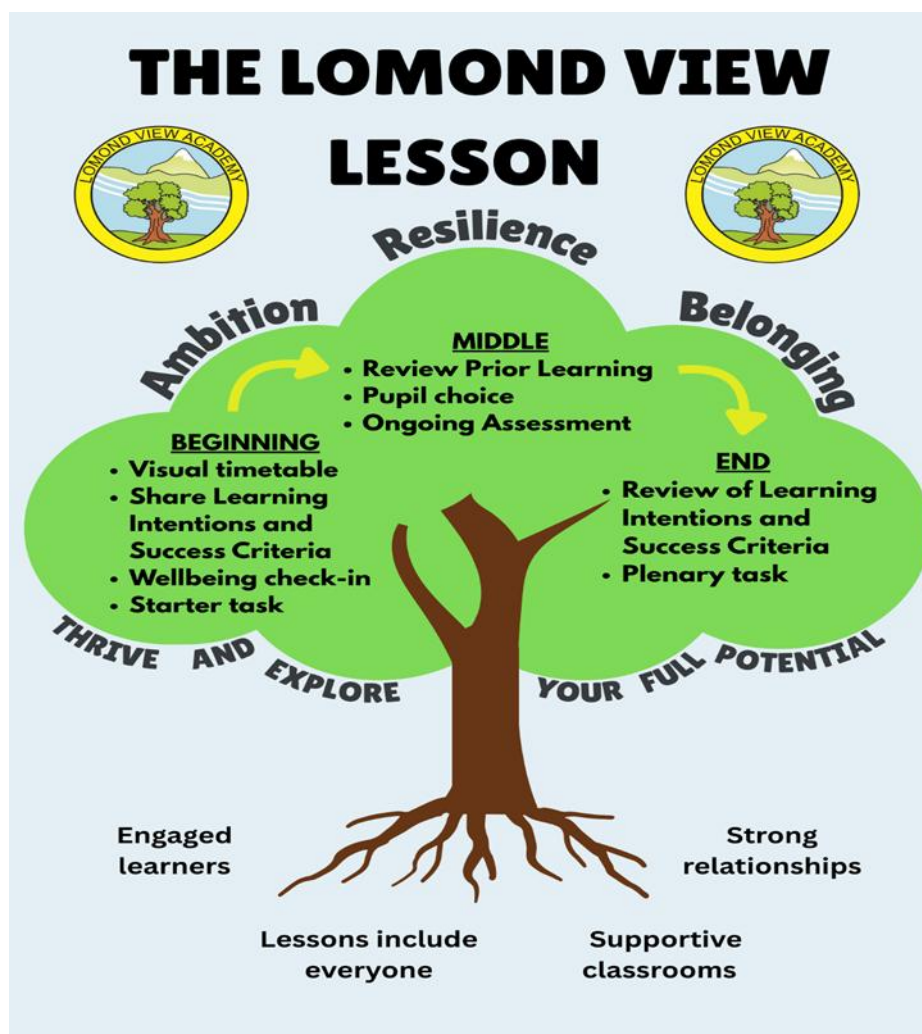
## Implementation and Evaluation

The Lomond View Lesson forms a framework for lesson planning and delivery across our models of support.

Scheduled learning walks and observations are a key aspect of self-evaluation and Professional Learning for all staff.

Considered Self-evaluation enables school staff to engage with a range of approaches to professional learning, including:

- Professional Dialogue
- Peer Observations
- Sharing and modelling good practice







## Objectives

Our objectives are to ensure high quality learning, teaching and assessment as well as ensuring a culture in-line with our Vision, Values and Aims:

1. To promote an inclusive ethos that reflects our school values and our Rights Respecting Schools status. To offer flexible, personalised learning experiences that motivate and engage young people, taking account of preferred learning styles and individual needs.
2. To provide a safe, secure, and supportive learning environment that is trauma-informed and neuro-affirming.
3. To ensure high levels of engagement in lessons by creating learning experiences that are relevant, interactive and inclusive.
4. To maximise opportunities for both academic attainment and wider achievement by ensuring young people achieve qualifications to support their future. This is underpinned by effective assessment, tracking, and monitoring to ensure personalised support and individual pathways.
5. To provide meaningful opportunities for parents and carers to engage in and support their young person's learning journey. Whilst building strong partnerships with our local communities.





## **Objective One – An Inclusive Ethos**

To achieve an inclusive ethos, we provide flexible and personalised learning experiences that respond to the unique needs of each young person. We recognise that our learners are motivated in different ways and benefit from approaches that take account of their preferred learning styles and individual needs. Our teaching is designed to be engaging, relevant and adaptable. This ensures that barriers to learning are identified, addressed and supported. By offering varied opportunities, practical experiences and differentiated support, we aim to equip our young people with the skills, knowledge and confidence they need to succeed both within school and beyond.

As a Rights Respecting School, we actively promote children's rights as outlined in the UNCRC, ensuring these principles are embedded in everyday practice. Our young people are not only taught about their right, but also experience them in action through positive relationships, inclusive practices and opportunities to participate in decisions about their learning. This ensures that respect and responsibility underpin the classroom environment and wider school and helps us to create our inclusive ethos.





## **Objective Two – A Supportive Learning Environment**

Our learning environment is carefully designed using the CIRCLE inclusive framework to be inclusive, supportive and responsive to the diverse needs of our pupils. Classrooms are organised into zones to provide a calm and safe atmosphere allowing pupils to regulate and engage with their learning. Staff engage regularly with CIRCLE documents and learning spaces are adapted as and when required. Our class groups are small to allow our staff to plan and deliver lessons that are tailored to the needs of young people, using trauma informed practices. This includes adapted resources to ensure every child can access learning in a way that suits them best. The environment encourages independence, communication and personal development, while also fostering a strong sense of community and belonging. Young people are able to build on their already existing skills as well as acquiring new ones. This is supported by our staff who work closely with families and external professionals to create individualised plans, ensuring that learning is meaningful and tailored to each student's abilities and goals.



*We create rich learning environments  
which promote learners' engagement  
and participation (Inverclyde council  
LTA Policy)*



## **Objective 3 – Maximising Engagement**

We maximise engagement by:

- Ensuring inclusion of all young people whilst consistently promoting positive relationships and positive behaviour.
- Encouraging our young people to be involved in discussions surrounding their goals, progress and pathways for the future.
- Promoting a culture of ambition and providing young people with opportunities to gain valuable life skills which will ensure they feel confident and empowered throughout their time with us and in their future destinations.
- BGE Learners experience a PBL approach to learning allowing them to experience a range of subjects whilst working collaboratively.
- Providing opportunities for our young people to achieve a range of qualifications including National Qualifications, Awards and NPAs.
- Creating a supportive environment where our young people can grow and thrive academically, socially and emotionally.







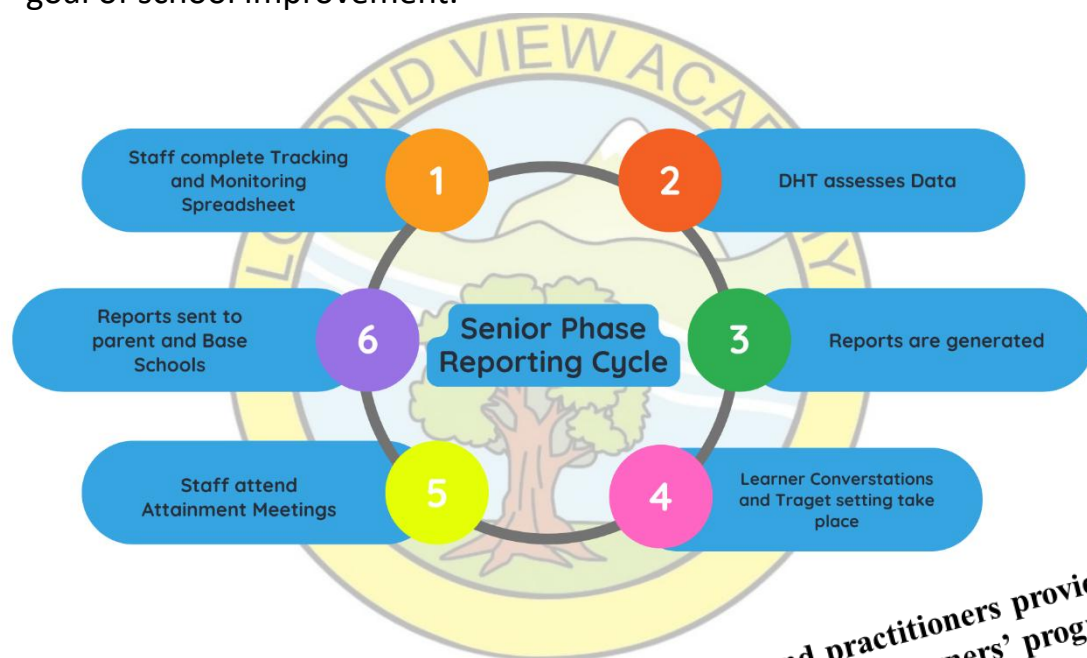
## **Objective 4 – Attainment and Wider Achievement**

- To maximise opportunities for both academic attainment and wider achievement, understanding the sources of disengagement is crucial first. Pupils may disengage due to learning difficulties, lack of relevance in curriculum, social or emotional challenges, trauma, or feeling that academic success is unattainable. Effective interventions require identifying these underlying factors through careful assessment and relationship building.
- Relationship-centred approaches form the foundation of re-engagement. When young people feel genuinely known, valued, and supported by at least one adult in the school, they're more likely to invest in their learning.
- Some learners thrive in different settings. This might include participating in outdoor education, flexible timetables, or alternative provision within LVA.
- Differentiated and flexible learning pathways at LVA can make education more accessible. We aim to provide choice in topics or projects that connect to pupil interests to create personalised learning experiences. Implementing individualised learning plans can re-engage young people who struggle with one-size-fits-all approaches. This might include project-based learning, hands-on experiences, and allowing pupils to pursue topics they are passionate about within curriculum requirements.
- Making learning relevant and meaningful also helps pupils see the purpose in their education. We connect the curriculum to the real world, invite community members and professionals to share their experiences, offer work experience, and help students understand how their current learning connects to their future.
- The key to our success is recognising that engagement and achievement look different for different pupils. Our flexible, inclusive approach meets learners where they are.



**Academic attainment and wider achievement is supported through effective assessment, tracking, and monitoring.**

- LVA maintains comprehensive records that demonstrate how assessment data is collected, analysed, and used to inform teaching. This includes assessment schedules, and clear T&M evidence showing pupil progress.
- Assessments are fit for purpose, reliable, and valid. Teachers use a range of assessment methods - from low-stakes questioning and peer assessment to formal tests and coursework. We are able to demonstrate that assessment tasks are appropriately matched to learning objectives.
- Teachers adapt their planning based on assessment outcomes, provide targeted interventions for pupils who need additional support, and challenge those ready for greater depth. Lesson observations, planning documentation, and intervention records all provide this evidence.
- Individual pupil journeys are tracked, identifying and addressing gaps in learning, through the use of targeted interventions
- All teachers understand the school's assessment approach within the BGE and Senior Phase and apply it consistently. This is evidenced through staff training records, attainment meetings and moderation activities.
- SLT can evidence how assessment data informs whole-school decision-making, including curriculum design, resource allocation, and staff development priorities. This ensures that assessment serves the broader goal of school improvement.



*Teachers and practitioners provide a clear description of the learners' progress within curriculum levels and in the senior phase, progress towards qualifications (Inverclyde Council LTA Policy)*



## **Meta - Skills**

The development of Meta- skills is a core part of every lesson at Lomond View. Our staff are dedicated to equip young people with the skills required to thrive in a future that is increasingly fast changing and unpredictable. Meta-Skills are displayed in every classroom. They are referenced in all lessons and activities. Young people show awareness of Meta-skills and have the opportunity to evaluate their skills on a regular basis. We aim to ensure that Young People can see a clear link between their skills and their future pathways.



## **Moderation**

A moderation cycle is being implemented during session 2025-2026. This is to ensure consistency, fairness, and accuracy in the assessment and levels of pupil work. Through a structured moderation process, teachers collaboratively review and discuss samples of pupils' work against established criteria and standards. This helps to align teacher judgments, share best practices, and maintain high-quality assessment across different classes and schools. Moderation supports professional development by encouraging reflective dialogue and helps build confidence that pupils' progress and achievements are being evaluated reliably and equitably. Moderation will take place internally and with other schools across the authority. Ultimately, it contributes to improving learning outcomes by ensuring that assessments are valid and trustworthy.



## **Objective 5 – Partnerships**

### **Parents**

We provide meaningful opportunities for parents and carers to engage in and support their young person's learning journey through a range of inclusive and accessible activities. Regular parent coffee mornings create a welcoming space for informal discussions and shared experiences, while open events showcase our models of support and offer insights into classroom learning. Through structured parent voice exercises, we actively listen to and act upon feedback, ensuring families feel heard and valued. These initiatives help us build excellent relationships with our families and, in turn, strengthen our partnerships with the wider local community, fostering a collaborative environment where every young person can thrive and explore their full potential.

### **Partners**

We work with partners on a daily basis to ensure positive learning experiences for our Young People with safeguarding at the forefront of everything we do. Supporting learning and teaching through partnerships enhances educational experiences for our Young People by connecting classroom learning with real-world contexts. Collaborations with initiatives such as Active Schools, the Youth and Philanthropy Initiative (YPI), Developing the Young Workforce (DYW) and Skills Development Scotland (SDS) play a crucial role in this. Active Schools encourages physical activity and well-being, promoting healthier lifestyles that support better focus and achievement in learning. YPI empowers pupils to engage with social issues and develop skills in research, teamwork, and public speaking by supporting local charities. Meanwhile, DYW and SDS bridge the gap between education and employment, providing young people with insights into career pathways, work-based learning, and essential employability skills. Together, these partnerships enrich the curriculum, support holistic development, and help learners build confidence, resilience, and purpose.



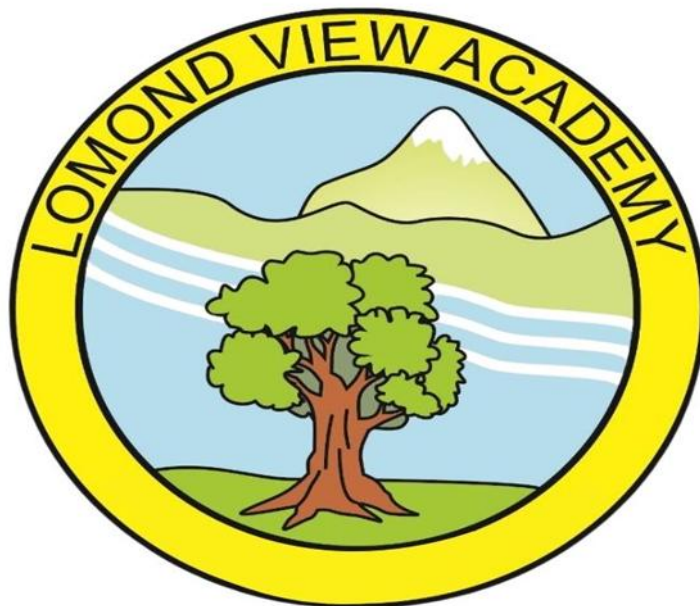


## Closing Statements

This policy will be regularly reviewed with Staff, young people, parents and partners to ensure it is kept up-to-date and relevant to our learners. The next review is scheduled for **October 2026**.

### Appendices

1. **Example of the use of classroom screen to host our lessons**
2. **Lesson Observation document**
3. **T&M spreadsheet**
4. **BGE and S4 Report cards**
5. **Attainment Meetings**
6. **Meta-Skills evaluation document**





## Appendix One – Classroom Screen

**Tuesday 19th August 2025**

**Learning Intention:**  
I will understand more about the NPA Tenancy

**Success Criteria**

- I can tell someone what is involved in the NPA Tenancy
- I can describe the meaning of social isolation
- I understand why someone may become homeless

**Today's Checklist**

- ☐ NPA Tenancy requirements
- ☐ Clip - shopping Centre
- ☐ What does homelessness look like?
- ☐ Different types of homelessness
- ☐ Not Just Homeless
- ☐ Complete page in booklet

**Bing Videos - Shopping Centre**

[Not Just Homeless | stories of homelessness in Oxford \(Full Length\) - YouTube](#)

**Meta - Skills of the day!**

- Focussing
- Communicating
- Sense-making

**NPA Tenancy - Level 4**

How are you today?

1/1



## Appendix Two – Lesson Observations

<b>LOMOND VIEW ACADEMY</b> AMBITION RESILIENCE BELONGING			
Subject:	<u>Focus:</u>	Year Group:	
Class Teacher:	Teacher Observing:	Date:	
<b><u>Brief outline of context/lesson:</u></b>			
Clear and suitable LP's and SC		Effective deployment of support staff	
Evidence of prior learning		Appropriate pace, support and challenge	
Evidence of Career Standards being used		Variety of learning approaches used including cooperative teaching	
Clear structure to the lesson		Plenary clarifies learning/informs future planning	
Effective feedback		Effective and appropriate use of IT	
Effective use of questioning supporting high order thinking skills		Effective use of differentiation	
Assessment approaches are matched to the learning needs of learners		Learners with specific needs are supported	
Positive behaviour strategies employed		Evidence of pupil-led Learning	
Positive Learning Environment		Pupils are engaged in their learning	
Evidence that the lesson aligns with the LVA Learning and Teaching Policy.		Evidence that the teacher has thoughtfully considered the classroom environment and applied principles from the inclusive Circle training	
Effective use of Trauma Informed Approaches		Evidence of Play Pedagogy throughout the lesson	
<b>Strengths of the Lesson:</b>			
<b>Areas for Improvement:</b>			
<b>Recommendations for Future Lessons:</b>			
Teacher Signature		Observer Signature	

## Appendix Three – T&M Spreadsheet

Month	Name	Subject	Group	Level	On Track
Sep-25	Dec-25	Apps of Maths	Employability	English	A
Jan-26	Mar-26	History	History or Mode...	MLLW Spanish	B
Apr-26	May-26	Modern Studies	NPA Criminology	NPA Horticulture	Horizon S4 1
Jun-26	(blank)	NPA Tenancy	Personal Finance	Practical Cookery	Horizon S4 2

Month	Name	Attendance	Subject	Group	Level	TIG	Previous WIG	Current WIG	On Track	Intervention Required	Unit1	Unit 2	Unit 3	Unit 4	Overall Engagemen	Relationship with Staf	Relationship with Peet
			NPA Criminology	A	L5	8		8 Yes	No		Ongoing	NA	NA				
			NPA Tenancy	A	L4	8		8 Yes	No		Ongoing	NA	Pass				
			NPA Horticulture	A	L4	8		8 Yes	No		Ongoing						
			Employability	A	L4	8		8 Yes	No		Pass	ongoing	NA	NA			
			Practical Cookery	A	N4	8		8 YES	No		ONGOING	NA	NA	NA			
			History	A	N4	8			No								
			Personal Finance	A	L4	8		8 Yes	No		Pass	Pass					
			NPA Criminology	A	L5	8		8 Yes	No		Ongoing						
			NPA Tenancy	A	L4	8		8 Yes	No		Ongoing	NA	Pass				
			NPA Horticulture	A	L4	8		9 Not Started									
			Employability	A	L4	8		8 Yes	No		Ongoing	NA	NA	NA			
			Practical Cookery	A	N4	8		8 YES	No		ONGOING						
			History	A	N4	8			No								
			Personal Finance	A	L4	8		8 Yes	No		Pass	Pass					
			MLLW Spanish	A	L4	8		8 Yes	No		Ongoing	NA	NA				
			NPA Criminology	A	L5	8		9 No	Yes		Not Started	NA	NA				
			NPA Tenancy	A	L4	8		8 Yes	Yes		Ongoing	NA	NA				
			NPA Horticulture	A	L4	8		9 Not Started									
			Employability	A	L4	8		9 No	Yes		Ongoing	NA	NA	NA			
			Practical Cookery	A	N4	8		8 YES	No		ONGOING	NA	NA	NA			
			History	A	N4	8											
			Personal Finance	A	L4	8											
			NPA Criminology	A	L5	8		8 Yes	No		Ongoing	NA	NA				
			NPA Tenancy	A	L4	8		8 Yes	No		Ongoing	NA	Pass				
			NPA Horticulture	A	L4	8		8 Yes	No		Ongoing						
			Employability	A	L4	8		8 Yes	No		Pass	ongoing	ongoing	NA			
			Practical Cookery	A	N4	8		8 Yes	No		Ongoing	NA	NA	NA			
			History	A	N4	8											
			Personal Finance	A	L4	8		8 Yes	No		Pass	Pass					
			NPA Criminology	S4 Bespoke	L5			8 Yes			Ongoing						
		Employability	S4 Bespoke	L4			8 Yes	No		Pass	ongoing	ongoing	NA				
		English	S4 Bespoke	N4													
		Apps of Maths	S4 Bespoke	N5			N5	YES			Ongoing	NA	NA	NA			NA
		NPA Criminology	A	L5	8		8 Yes	No		Ongoing	NA	NA					
		NPA Tenancy	A	L4	8		9 No	Yes		Ongoing	NA	NA					
		NPA Horticulture	A	L4	8		9 Not Started										
		Employability	A	L4	8		8 Yes	No		Pass	ongoing	NA	NA				





# Appendix Four – Report Cards

## (Senior Phase)


Lomond View Academy



### Tracking and Monitoring Report

#### November 2024

#### Joe Bloggs S4

Unit	Name	Attendance	Subject	Group	Level	TIG	Previous WG	Current WG	On Track	Unit 1	Unit 2	Unit 3	Unit 4	Engagement %	Relationship with Staff	Relationship with Peers
	Practical Criminal	A	NA													
	Workbook	A	NA													
	Work Placement	A	U	NA				NA	NA	NA						
	WLLH Spanish	A	U						NA	Ongoing	NA	NA				
	Employability	A	U													
	NPA Performance	A	U													
	NPA Tenancy	A	U													

#### Comments:

We are so delighted with how Joe is getting on in Criminology and NPA Tenancy. He has been very engaged and is on track to achieve these qualifications, which will be a great achievement.

There has been learning conversations with Joe regarding English and Health Sector. Joe is aware of what he needs to do to get himself on track with his work and we look forward to seeing an improvement over the next month or so.

Joe will be coming out of Employability to help him focus more on his English.

Jane Murray - DHT

#### Agreed Pupil Targets:

1. Joe would like to get on track in English. He will use the support of his teachers to do so
2. Joe will focus more in his Health Sector class

Ambition

Resilience

Belonging

Ambition

Resilience

Belonging



## Appendix Four - Report Cards (BGE)



### Tracking and Monitoring Report

November 2025

Joe Bloggs S3

Month	Year Group	Model	Literacy Achieved	Literacy Working on	Numeracy Achieved	Numeracy Working on	PBL Achieved	PBL Working on	Wider Achievement Achieved	Wider Achievement working on	Relationship with Staff	Relationship with Peers
	S2	BGE 1	2	2A	2B	3	3	3A	1B	2	R	R

#### Comments:

Literacy: Joe has been working on reading for comprehension. He is able to structure answers appropriately in full sentences.

Numeracy: Joe has been learning about percentages and he has shown he can calculate percentages in different ways.

PBL: Joe has started YPI and he is learning about social issues in our community.

Wider Achievement: Joe is helping to plan our Christmas coffee morning.

#### General Comments:

Joe has settled in well at LVA. He is comfortable in his group and has built excellent relationships with the staff and his peers. Well done Joe!

#### Agreed Pupil Targets:

1. Joe would like to get on track in English. He will use the support of his teachers to do so
2. Joe will focus more in his Health Sector class

Ambition

Resilience

Belonging



## Appendix Five – Attainment Meetings

### Attainment Meeting

October 2025



### L4 Employability

Name	Attendance	Subject	Group	Level	TIG	Previous WIG	Current WIG	On Track	Intervention Required	Unit1	Unit 2	Unit 3	Unit 4	Overall Engagement	Relationship with Staff	Relationship with Peers
		Employability	A	L4				Yes	No	Pass	ongoing	NA	NA			
		Employability	A	L4				Yes	No	Ongoing	NA	NA	NA			
		Employability	A	L4				No	Yes	Ongoing	NA	NA	NA			
		Employability	A	L4				Yes	No	Pass	ongoing	NA	NA			
		Employability	S4 Bespoke	L4				Yes	No	Pass	ongoing	NA	NA			
		Employability	A	L4				Yes	No	Pass	ongoing	NA	NA			
		Employability	B	L4				Yes	No	Pass	ongoing	NA				
		Employability	B	L4				Yes	No	Ongoing	NA	NA	NA			
		Employability	B	L4				Yes	No	Ongoing	NA	NA	NA			
		Employability	B	L4				Yes	No	Pass	Ongoing	NA				
		Employability	B	L4				Yes	No	Ongoing	NA	NA	NA			

### Notes

All on track - no concerns.

transferring to CP Team.

### Interventions

None Required at this stage.

Evidence Location: On Shelf in office.



## Appendix Six – Meta-Skills Evaluation

# Self-evaluation wheel

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Activity 1**

- Taking each meta-skill in turn
- Plot yourself on the arrow with a dot:
  - 0 = not confident/areas to develop
  - 10 = very confident/accomplished in this area
- Think about 'why' you have placed yourself at each point
- Join up each of the dots once you have completed.

**Activity 2**

Looking at your completed wheel take time to reflect on the following questions:

- What do I notice?
- What meta-skills stand out as areas of strength?
- What meta-skills do I need to focus on improving?
- How might these areas impact on each other?