

Learning Insight Profile - Primary (DRAFT)

September 2024



LEARNING INSIGHT PROFILE

The Learning Insight Profile (LIP) is used in evaluating aspects of planning, teaching and assessment for successful learning over a series of lessons and is not intended as a checklist for an individual lesson.

| Purpose of the LIP on inspection | Possible in-school uses of the LIP |
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| <p>The purpose of the LIP on inspection is to:</p> <ul style="list-style-type: none"> • guide the evaluation of the effectiveness of planning, teaching and assessment for successful learning based on the observations of learning during the inspection; • help identify the wider capabilities, skills, attitudes and dispositions being acquired and developed by the learners in the classroom; • contribute to the wider evaluations of health, wellbeing, safeguarding and inclusion; and • enable a fuller evaluation of learning. <p>The use of the LIP will also:</p> <ul style="list-style-type: none"> • ensure that effective practice is identified, affirmed and shared with the school with a view to promoting consistently high standards of learning and teaching across all key stages; • promote processes of self-evaluation which will endure beyond the period of the inspection; and • empower schools in their improvement journey and build capacity post inspection. | <ul style="list-style-type: none"> • To support the development of a common language around planning, teaching and assessment for successful learning. • To support consistency of expectations for, and understanding of, high standards in learning and teaching. • To help schools identify the more effective and less effective aspects of learning and teaching across an area of learning, year group or key stage. • To engage teachers in self-reflection and collegial planning and evaluation, supporting the right conditions for the growth and development of a community of learning. • To support focused whole-school or key stage improvement work in a specific aspect of learning and teaching, for example, the nature, purpose and impact of the feedback learners receive. • To support teachers in the effective planning for successful learning over a series of lessons, eg, a unit or scheme of work. |

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| Planning, teaching and assessment for successful learning |
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| Key questions | Going well | Even better if |
|---|------------|----------------|
| <p>Planning for learning</p> <p>To what extent:</p> <ul style="list-style-type: none"> ➤ are there high expectations for the achievement of all learners across all areas of the curriculum? ➤ is the planning informed by the learners' abilities, interests and aspirations? ➤ is there evidence of planning for differentiation and adaptive learning approaches based on knowledge of the learners and their needs? ➤ does planning show progression in knowledge, skills and understanding? ➤ are learning intentions clear, realistic and manageable? ➤ does the planning incorporate enriched and meaningful experiences in and beyond the classroom? ➤ are opportunities taken to connect learning meaningfully across the curriculum? ➤ does the planning reflect the aims and objectives of the NI curriculum? | | |

Learning and teaching

To what extent:

- do the learners understand (in an age-appropriate way) how they learn, know how to improve their work and set appropriate goals for themselves?
- are there opportunities provided to promote critical thinking, problem solving and checking for understanding?
- are the learners actively engaged and maintaining their focus on tasks?
- do the learners engage with a variety of learning experiences and have opportunities to apply and consolidate their learning?
- do differentiation and adaptive learning strategies effectively support all learners to make progress and achieve in line with their abilities/potential?
- are a range of resources, including ICT, incorporated effectively to motivate, promote engagement and learning?
- are all of the adults in the room engaged effectively to support learning?
- is the pace appropriate across all lessons, responding to the feedback from the learners as lessons progress?

Assessment for and of learning

To what extent:

- do learners learn in a climate of fairness, trust and mutual respect?
- are learning intentions and success criteria shared with, and understood by the learners?
- are learners involved with setting learning goals/targets for their own learning and/or personal development?
- are learners encouraged to take risks for learning within a supportive and encouraging environment?
- do learners engage meaningfully with opportunities for self and peer assessment and evaluation of their own learning?
- do the learners receive and act upon appropriate verbal and written feedback that impacts on their learning experience?
- are the efforts and achievements of all learners acknowledged and celebrated within the classroom?
- are opportunities for formative assessment maximised through effective questioning, discussion and collaboration?

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| Learner dispositions, wider skills, capabilities and progression |
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| Key questions | Going well | Even better if |
|---|------------|----------------|
| <p>Learner wider skills, dispositions and capabilities</p> <p>To what extent:</p> <ul style="list-style-type: none"> ➤ do the learners have confidence in themselves, and high expectations for themselves, relative to their current learning and progress? ➤ are the learners able to work well individually, in teams and in pairs, showing respect, taking responsibility and reaching agreement through consensus or compromise? ➤ do the learners organise and manage themselves well, set goals and targets and evaluate how they can improve their work? ➤ are the learners able to research and manage information by asking questions and accessing, selecting, recording, evaluating and applying information appropriately? ➤ do the learners think flexibly and critically, make predictions, informed decisions and solve problems? ➤ do the learners demonstrate creativity, initiative and take risks in their learning? ➤ are learners competent, responsible and discerning users of digital technology across a range of contexts? | | |
| <p>Progression</p> <p>To what extent:</p> <ul style="list-style-type: none"> ➤ are the learners acquiring new knowledge and skills? ➤ are the learners making progress and achieving in line with their abilities? | | |

The Education and Training Inspectorate

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