

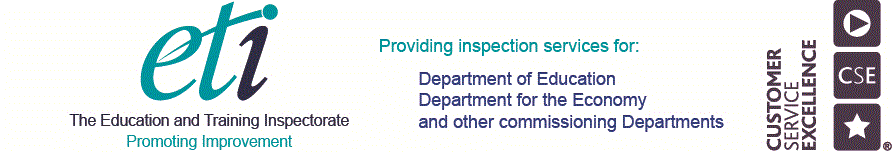
EDUCATION AND TRAINING INSPECTORATE

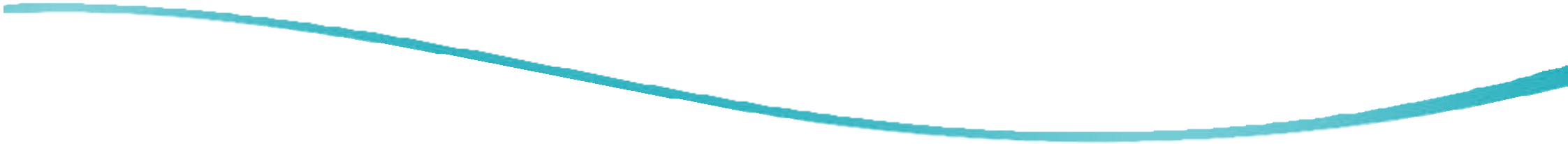
**Learning Insight Profile**

**A means of evaluating learning over a series of lessons**

September 2017

ETI: Promoting Improvement in the Interest of all Learners





The Education and Training Inspectorate Promoting Improvement

**LEARNING INSIGHT PROFILE 2017**

The language in the Learning Insight Profile (LIP) is based on ETI’s experience in undertaking class pursuits and in evaluating thinking skills and personal capabilities. The document also incorporates the cross-curricular skills of communication, using mathematics and using ICT in the NI curriculum and the statutory learning outcomes at the foot of the CCEA minimum entitlement guidance for each subject at KS3. The LIP is further informed by relevant pedagogical research.

**The LIP is not a checklist for an individual lesson.**

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| **Purpose of the LIP on inspection:** | **Possible in-school uses of the LIP**: |
| * to provide a common language to guide the evaluation of the effectiveness of learning and teaching based on observations over a series of lessons, such as across a subject area, year group or key stage; * to help identify the wider capabilities, skills, attitudes and dispositions acquired and developed by the learners over a series of lessons; * to contribute to the evaluation of the care and support of the learners; * to enable a fuller evaluation of achievements and standards, i.e. an evidence base to add to the reporting of examination outcomes. | * to support the development of a common language around learning and teaching; * to support consistency of expectations for, and understanding of, high standards in learning and teaching; * to help identify the more effective and less effective aspects of learning and teaching across a subject, year group or key stage; * to support individual teachers in self-reflection and in collegial planning and evaluation in order to improve learning and teaching; * to support focused whole-school or departmental 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 learning over a series of lessons, eg a unit or scheme of work. |

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| Planning, learning, teaching and assessment | | |
| Key questions | More effective | Less effective |
| Planning for learning To what extent:   * are high expectations for the achievement of all learners evident? * are the learners’ attitudes and dispositions being positively directed to progress learning? * is the planned learning building effectively on progress to date? * are learning intentions and success criteria clearly understood by the learners? * are the learners expected to set goals in their learning? |  |  |
| Learning and teaching To what extent:   * do the learners experience a climate of fairness and trust? * do the learners have a breadth, balance and variety of learning experiences, including: high quality teacher instruction; peer discussion; opportunities to apply what they know; and to practise, present, make decisions and explain, in order to consolidate and progress understanding? * do the learners pose frequent questions for learning? * does differentiation effectively support all learners in achieving the learning intentions? |  |  |
| Assessment for and of learning To what extent:   * do the learners receive and apply appropriate verbal and written feedback from the teachers on their learning? * do the learners receive and apply appropriate feedback on their self-management for learning, eg initiative, persistence, collaborative working? * are the learners able to assess their own work, identifying strengths and areas for improvement? * are the learners able to assess and appraise the work of their peers appropriately? * are there appropriate opportunities for formative and summative assessment, which inform future planning? * is there evidence of progress as a result of feedback? |  |  |
| Literacy, numeracy and ICTTo what extent are there opportunities for the acquisition, development and promotion of literacy, numeracy and ICT? | | |
| Key Questions | More effective | Less effective |
| Literacy examples To what extent:   * is high quality, precise, subject-specific language modelled and expected in talk for learning? * do the learners discuss their learning with each other and explain and justify their thinking? * do the learners engage with information from a variety of sources and presented in a range of spoken and written forms? * do the learners question and explore the nature, purpose and reliability of information presented in spoken and written form? * do the learners develop and use effective language to create a range of texts? |  |  |
| Numeracy examples To what extent:   * do the learners estimate an answer before carrying out a calculation? * do the learners use numeracy mentally with confidence? * are learners able to consider whether an answer is reasonable? * are the learners able to interpret, select and use appropriate graphs and tables which represent data? * are the learners able to use effectively units of measurement? |  |  |
| ICT To what extent:   * do the learners have appropriate opportunities to acquire and apply ICT skills? * do the learners use ICT as a learning tool in order to explore, express, exchange, evaluate and exhibit? * is learning enhanced through the use of ICT? |  |  |

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| Learner dispositions, wider skills, capabilities and achievement | | |
| Key questions | More effective | Less effective |
| Learner dispositions To what extent:   * do the learners have high expectations for themselves relative to their current learning and progress? * are the learners motivated, curious and engaged in their learning? * do the learners self-manage and organise themselves well in their learning? * do the learners have the confidence to succeed? * do the learners contribute to the learning of their peers? |  |  |
| Learner wider skills and capabilities To what extent:   * are the learners able to research and manage information, including selecting, evaluating and synthesising information appropriately and communicating effectively for audience and purpose? * do the learners think flexibly and critically, making predictions and informed decisions and solving problems? * do the learners demonstrate creativity and initiative in learning? * do the learners work well in teams, taking responsibility and reaching agreement through compromise? * do the learners demonstrate self-management by working systematically, using time effectively, persisting with tasks and sourcing help if needed? |  |  |
| **Achievement**  To what extent:   * are the learners learning new knowledge and skills? * are the learners making progress and achieving? |  |  |

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