



## St Paul's CE Primary School – Governors' Jargon Buster

This document has been compiled to take the mystery out of some of the 'education jargon' used in school.

<b>A</b>	
Authorised Absence	An authorised absence is recorded for a pupil who is not at school for a recognised reason that is acceptable and of which the school has been informed. This usually includes notification of illness, attendance at the GP or dentist. Where a pupil has significant historic absence, these 'routine' absences may not be automatically authorised. The school follows national guidance on what constitutes an authorised absence.
<b>B</b>	
BEd	Bachelor in Education degree. This is a first degree that a trainee will embark on after their secondary schooling. It is a three-year course, which provides both a degree and a teaching qualification.
<b>C</b>	
<b>D</b>	
<b>E</b>	
Early Years Practitioner	This is an auxiliary member of staff who works alongside the class teacher in the nursery or in Reception Class. They support the class teacher in planning, delivering and assessing the Early Years Curriculum.
EHCP	Education, Health and Care Plan. This is a statutory document used to secure additional funding from the local authority for pupils with significant special educational needs. The school prepares an application, supported by other professionals, which is taken to the local authority's SEN panel. The panel discuss the plan and, if they agree, will then allocate additional funding to a pupil. The first £6,000 of any EHCP is secured from funds already allocated to the school. The EHCP replaces what was known as a 'Statement'.
<b>F</b>	
Foundation stage	The Nursery and Reception classes are known collectively as the Foundation Stage
FSM	Free School Meals. A pupil of any age from Reception to Year 6 may qualify for Free School Meals. Their family must apply to the local authority and meet a series of means tests in order to qualify for FSM. Qualifying for FSM makes a pupil eligible for Pupil Premium funding.  Families of infant children who receive the UFSM must make an application for FSM in order to qualify for Pupil Premium funding. <i>See UFSM</i>
<b>G</b>	
GLD	Good Level of development. There are 17 strands within the Foundation stage curriculum. Each must be assessed regularly. At the end of the foundation stage there is an 'Early Learning Goal' for each strand. This describes expected attainment for pupils as they reach the end of the Reception class Year. The staff must assess

	<p>pupils at the end of Foundation stage to determine whether or not they have achieved the Early Learning Goal in each strand.</p> <p>Twelve of the seventeen strands are identified as making up the Good Level of Development. If children achieve the Early Learning Goal in each of the twelve, then they have secured the Good Level of Development as they leave Reception Class.</p>
<b>H</b>	
HLTA	Higher Level Teaching Assistant. This is a more senior role for teaching assistants. It involves some classroom cover in the absence of the class teacher, either to cover the teacher's PPA time on a regular basis or to provide first day cover if a teacher is ill from school. This role can sometimes provide support for a TA wishing to train as a teacher in the future.
<b>I</b>	
ITT	Initial Teacher Training
<b>J</b>	
<b>K</b>	
<b>L</b>	
LA	Local Authority (in our case Hounslow)
LDBS	London Diocesan Board for Schools. This is the support organisation for all church schools in the diocese. The LDBS supports schools in a number of areas including: school improvement, recruitment, HR advice, policy development, site maintenance and development, training and staff development. We have an attached advisor from the diocese, Mr Graham Marriner.
LSA	Learning Support Assistant. A role which involves supporting an individual pupil with significant special educational needs. In this role, the contract is attached to the pupil. This means that if the pupil leaves the school, the role ceases to exist in the school.
<b>M</b>	
Moderation	<p>During moderation activities, assessment decisions are tested by colleagues or other professionals to ensure that judgements are consistent between classes and schools.</p> <p>The local authority has a responsibility to moderate a number of school's across the borough each year.</p>
<b>N</b>	
National Funding Formula	The government is committed to redistributing the central education budget, in the belief that the current 'local' funding structures are unfair. London schools are generally better funded than schools in other parts of the country. The government has proposed a New National Funding formula for full implementation in 2020/2? However there have been multiple rounds of consultation as the formula and its impact is very complex.
NQT	Newly Qualified Teacher. This is a teacher who has just completed teacher training. For the first three full terms of employment they are subject to a verification and development programme that they must complete in order to become a permanent teacher. NQTs are entitled

	to an additional 10% release from their teaching timetable to enable them to continue to develop.
<b>O</b>	
<b>P</b>	
Persistent Absentee	A persistent absentee is a pupil whose attendance is less than 90% over the academic year. Pupils in this category are at risk and often have poorer academic and social outcomes. The school works closely with the Local Authority's Education Welfare department to identify and address this issue where it arises in the school.
PGCE	Post Graduate Certificate in Education. This is a postgraduate qualification that those who hold a first degree can apply for in order to teach. The course lasts a year.
PPA	Planning, Preparation and Assessment Time. There is a statutory duty on school's to provide a release period equivalent to 10% of a teacher's timetable during a school week. This time is not directed and teachers can use this to plan, prepare and assess within the school day. PPA was introduced approximately 10 years ago to address issues around teacher workload.
Pupil Premium funding	This is a 'ring-fenced' sum of money distributed to school with children who come from families with low incomes. The school is obliged to spend this money in order to support progress and attainment for this group of pupils. Nationally this group of pupils tend to underperform. There are a number of criteria that make a pupil eligible for pupil premium funding. The most common is that they qualify now (or have in the last 6 years qualified for) for free school meals.
<b>Q</b>	
<b>R</b>	
RIG	Rapidly Improving Schools Group. This is a school improvement partnership established by the London Diocesan Board. The group brings together school leaders, governors, our LDBS advisor and other LDBS partners to analyse the school's performance and track improvement. The group is relatively bespoke. LDBS training and support is available through this group.  St Paul's joined the group in Autumn 2015. An advisor from the local authority (Jon Goulding) has also been attending this group. In summer 2016, the LA advisor suggested attending this group on a termly basis going forward in order to fulfil the LA's scrutiny and monitoring role.
<b>S</b>	
SCITT	School Centred Initial Teacher Training. In recent years the training routes into teaching have diversified. The SCITT offers potential teachers to train within schools, rather than being part of a university based training route.
SCR	Single Central Record. This is a spreadsheet used to register and record all the relevant safeguarding and background checks that the school has a statutory duty to undertake when staff, governors or volunteers are engaged in the school. This is a key safeguarding

	document that OFSTED will want to view whenever they inspect a school. If this document is incomplete or inaccurate it can result in a negative inspection outcome for safeguarding, which is a determining factor in the school's overall grading. The SCR is inspected at each Children, Families and Communities committee meeting.
SEN	Special Educational Needs. Children whose attainment is significantly below that expected of their age due to a range of factors will be identified as having Special Educational Needs. They will then receive some targeted teaching or intervention support. The class teacher holds primary responsibility for pupils in their class with SEN.
SENCO	Special Educational Needs Coordinator. This is a middle management role that a qualified teacher holds. The role involves the planning, support and running of special educational needs provision across the school. There is an element of staff leadership within this role.
Service Level Agreement	Essentially a contract between the school and a third party to supply a service to the school. Historically, much of the finance, HR and other essential 'business' services were provided as services to the school under SLA's. The school also buys some services from the Diocese, particularly those relevant to a voluntary aided school. With council's seeking cost savings, they are increasingly reducing the SLAs that they offer their schools.
SMSA	School Midday Meal Supervisor. They are attached to a class and supervise them in the school playground and dining hall during lunchtimes.
SPAG	Spelling, Punctuation and Grammar. This is one of the assessments that pupils take during the SATS at the end of Year 2 and Year 6.
<b>T</b>	
<b>U</b>	
UFSM	<p>Universal Free School Meals. This is a scheme introduced by the coalition government to provide a free school meal to every pupil in Reception to Year 2. All children in these year groups, irrespective of the financial position of their family, are entitled to a free school meal.</p> <p>Qualifying for UFSM does not make a pupil eligible to Pupil Premium funding. Families eligible for UFSM must make an application for free school meals (FSM) in order to qualify for pupil premium funding. <i>See FSM</i></p>
Unauthorised Absence	<p>An unauthorised absence is recorded where a pupil is absent from school and no reason has been given to the school for their absence or where the reason for absence does not meet the criteria for authorisation. A common reason for unauthorised absence is when a pupil's family take a holiday during the school term.</p> <p>The school works closely with the local authority Education Welfare department to address unauthorised absence.</p>
<b>V</b>	

Value Added	This is a term used to describe better than expected progress in a year or across a key stage. For example, a school adds value to a pupil's attainment if the child left Key stage 1 at the age expected standard but leaves Key stage 2 with attainment that exceeds the age expected standard. They would have been expected to leave key stage 2 at the expected standard, but attained better than that – therefore the school has added value. There are a number of progress measures being used across the primary phase as a result of the assessment changes introduced after the 2014 curriculum update.
<b>W</b>	
<b>X</b>	
<b>Y</b>	
<b>Z</b>	