



An Daras Multi Academy Trust

Education “Jargon Buster”

A

An Daras Multi Academy Trust (ADMAT) – The charitable trust which manages and leads our family of schools.

Act of Worship – A daily act of worship in a broadly Christian manner which is completed in school.

Autistic Spectrum Disorder (ASD) - People on the autism spectrum have problems in three areas: social interaction, communicating with others, and behavioural challenges. Autism is referred to as an autism spectrum disorder (ASD) because people with autism have varying degrees of disability.

Assessing Pupil Progress (APP) - A structured approach to assessing the progress of children in reading, writing, maths and other areas.

Assessment Without Levels (AWL) – The new Department for education assessment initiative which removed the old National Curriculum levels as a way of measuring pupil attainment.

Age Related Expectation (ARE) – The attainment standard pupils should be achieving at the end of the school year.

B

Baseline assessment – An assessment which evidences the starting point for a child’s learning achievement each year.

C

Common Assessment Framework (CAF) - The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children's additional needs and promote co-ordinated service provision to meet them. The CAF is a standardised approach to conducting an assessment of a child's additional needs and deciding how those needs should be met.

Child & Adolescent Mental Health Service (CAMHS) - CAMHS are specialist NHS services. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.

Coding – Is a short hand term for computer programming which has recently been added to the National Curriculum.

Contextual syntax clues - When reading, a child will use the context of the story/text and the sentence structure, to help them de-code unknown words.

Complex needs - More than one significant problem learning, physical, emotional or mental health issue.

Creative Curriculum - An approach to teaching that has been introduced in some primary schools in recent years. Instead of lessons being split traditionally into geography, science and history, they're based around a theme that's taught across several subjects. The topics will usually change every half term or term and might be a period in history - the Tudors or Romans for example - a city, country or continent, or a general theme such as 'explorers', 'dance', or 'famous artists'. Within each topic, lessons might also be led more by what the children are interested in learning about and the questions they have. So for 'Victorians', pupils could ask how people entertained themselves without electricity and then a lesson might look at how much we now rely on power and contrast everyday life today versus back then – covering aspects of science and history.

D

Differentiation - A typical primary school class of 30 will have pupils of widely varying abilities and prior knowledge. Differentiation means the teacher helping children learn at the appropriate level for where they are at, rather than them all looking at the same things in the same way. A simple example would be children adding in year 1 or 2 maths; some might work with sums with one digit in each number, some two or three digits, and others still might receive word problems involving addition.

Disability Living Allowance (DLA) - Is a benefit you can claim if your child needs extra help or looking after because of their special needs.

E

Educational Psychologists (EP) - Psychologists who may have previously trained and worked as teachers; they work in schools offering support with any difficulty affecting your child's development and learning.

English as an Additional Language (EAL) - Children with English as an 'additional language', so those whose first language learned at home wasn't English. They may not yet be speaking English fluently or even at all.

Early Excellence baseline – The assessment tool used to assess the age related skills and knowledge pupils entering a foundation class have. It is normally completed at some point in the Autumn term.

Emotional and Behavioural Difficulties (EBD) – A pupil who presents with emotional and behavioural complex needs.

Extension work - A term for additional/more challenging work for those pupils who have finished the main class tasks in a particular lesson.

Early Years Education - All pre-school education provision such as playgroups, nursery classes, pre-schools and day nurseries.

Early Years Foundation Stage (EYFS) - A framework of care and education of children from birth to five years of age (our Foundation classes).

Education Welfare Officer (EWO) - A person employed by the Local Authority to help parents and the Local Authority meet their statutory obligations in relation to school attendance.

Equality Act - The Equality Act 2010 is an Act of Parliament of the United Kingdom, and has the same goals as the four major EU Equal Treatment Directives, whose provisions it mirrors and implements. The primary purpose of the Act is to codify the complicated and numerous array of Acts and Regulations, which formed the basis of anti-discrimination law in Great Britain.

Enrichment event – An activity in or out of school which supports pupil's enjoyment and engagement with learning.

F

Free School Meals (FSM) - Pupils who are entitled to free school meals. The criteria for this has been set out by the government and the local authority.

G

Genres - A type of text e.g. diary writing, non-chronological reports, stories with a familiar setting.

Genetic – An inherited trait, condition or issue.

General Practitioner (GP) – A local doctor with a wide understanding of many common medical issues.

Gifted and Talented (G&T) - A register of in school provision for pupils identified as being gifted or talented in particular areas of the curriculum (including sport).

Global Developmental Delay (GDD) - When a child has delayed achievement of one or more developmental milestones, this is Developmental Delay. Global Developmental Delay implies that the child has delays in all areas of development.

Grammar and Punctuation, Spelling (GaPS) – A part of the curriculum which ensures pupils are taught essential English skills.

Graduate Teacher Programme (GTP) - Members of teaching staff who are completing the Graduate Teacher Programme under the guidance of the school.

Guided Reading – A reading provision which supports pupil in decoding and interpreting a range of reading texts.

Governor – A member of the Local Governing Body of each school within the Trust. They provide support and challenge for school leaders.

H

High Level Teaching Assistant (HLTA) – An alternative title for a Teaching Assistant an additional adult working with pupils on all aspects of learning. Learning Support Assistants can work generally within a classroom or on a one to one basis, providing support and care to individual pupils.

Head of School (HoS) – The senior teacher in charge of daily operations within an individual school within the Trust.

Hearing Impairment (HI) – An identified difficulty in hearing.

Health Visitor (HV) – A trained nurse who gives medical care and advice to people in their homes, especially to mothers of babies and young children, senior citizens, and physically challenged people.

Home/School Agreement – A charter which details the expected responsibilities of the school, the parent and the pupil for conduct and learning. These are signed when a pupil is enrolled into the school.

I

Information Technology (IT) - Refers to all resources and teaching related to IT. Includes the use of laptops, digital media, soft-ware and so on.

I-Track – A computer system used to track the educational achievements of pupils on a termly basis

INSET day – A day for staff to complete professional training. Pupils are not in school on these days.

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K

Key Stage 1 (KS1) – Is pupils and classes in years 1 and 2. Key Stage 1 pupils are infant aged

Key Stage 2 (KS2) – Is pupils and classes in years 3, 4, 5 and 2. Key Stage 2 pupils are junior aged

Key Worker - Workers from a variety of settings who work closely with a child.

L

Local Authority (LA) – The Local Authority for ADMAT schools is Cornwall. As academy schools we are not under direct Local Authority control.

Learning Support Assistant (LSA) – An alternative title for a Teaching Assistant - an additional adult working with pupils on all aspects of learning. Learning Support Assistants can work generally within a classroom or on a one to one basis, providing support and care to individual pupils.

Letters and Sounds – A programme for the delivery of a structured phonics learning experience for pupils.

Learning Power – A way of describing highly effective independent learning and high level meta-cognition skills.

M

Modern Foreign Languages (MFL) - Refers to the teaching of Modern Foreign Languages such as French, German, and Spanish. At ADMAT schools pupils learn Spanish and French.

Moderate Learning Disability (MLD) – (also known as global learning difficulties). Children with MLD have issues which cause a general developmental delay. They have difficulties in learning across all areas of the school curriculum. Many children with MLD have low self-esteem and motivation. They often need high levels of support within the classroom.

Moderation – A system where judgements about the quality of learning evidence can be shared to improve the consistency of decisions about pupils learning.

Meal Time Assistant (MTA) - Members of school staff who have responsibility for lunchtime support of pupils.

Multi-Sensory Impairment (MSI) – When multiple impairment (e.g. sight and hearing issues) restricts communication, ability to access information and mobility.

N

National Curriculum (NC) - A government framework which sets out what pupils should be learning. Teachers plan and deliver lessons based on the National Curriculum

Non Pupil Day – A number of days within the year in which pupils do not come into school. There are 5 non pupil days each year set by the individual school. These are often called INSET days (standing for In-Service Training).

O

Observation – A part of quality assurance procedures where pupils and staff are monitored during learning to see how effective provision is against set standards.

Occupational Therapist (OT) – Health care specialist providing advice on health and well-being through occupation

P

Paediatrician - Doctor who specialises in the development or care of children.

Personal Education Plan (PEP) – A school based meeting to plan for the education of a child in care. PEPs are a statutory requirement.

Physical Education (PE) - Refers to the teaching of physical education, including games, athletics, gymnastics, dance, swimming and outdoor adventurous activity.

Phonological relationships - How letters go together e.g. S, SS or ST.

Planning, Preparation and Assessment (PPA) - Release time for teachers to complete a range of stated tasks. Children are divided into different activities and taught by a variety of different teachers / providers.

Personal, Social, Health and Citizenship Education (PSHCE) – Programme of learning which focuses on the personal, social, health and citizenship education of pupils.

Profound and Multiple Learning Disabilities (PMLD) – When a child has more than one disability, with the most significant being learning. Children with a severe learning disability often use basic words and gestures to communicate their needs.

Policy – A document which defines a school's approach and processes within a particular aspect of its work.

Q

Quality Assurance (QA) – A system which ensures schools have robust procedures to check, identify and action the quality of its provision.

R

Religious Education (RE) - The teaching of faith and belief through a structured programme. Learning focuses on understanding Christianity, Judaism, Islam, Hinduism, Buddhism and Sikhism.

Read Write Inc. - A commercially available programme for the delivery of a structured phonics learning experience for pupils.

Role Play – Role play is a learning structure which allows pupils to explore characters, roles, speech and drama in a creative and free process.

S

Segment - When letters (phonemes or digraphs) are split up to help read the word. They are then blended back together.

Scheme of Learning – A plan that defines the learning to be done within/without of the classroom over a period of time. It normally groups a set of learning objectives by term or year. Each curriculum area will have a specific scheme of learning.

Safeguarding – The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care, which allows them to thrive.

Special Educational Needs and Disabilities (SEND) – Special educational needs are issues which can affect a child's ability to learn. . Issues which affect their behaviour, reading and writing (dyslexia), ability to understand things or communicate effectively, concentration levels (ADHD) or physical ability are all considered special educational needs.

Special Educational Needs and Disabilities Co-ordinator (SENDco) – Member of school staff trained as a specialist in the management and leadership of SEND across a school.

Statutory Assessment Test (SAT) - Assessments of pupils in reading, writing, grammar, punctuation and spelling and maths carried out in Years 2 and 6. This is currently statutory and pupil results are submitted to the Local Authority.

Speech and Language Therapist (SALT) – A specialist who provides support for pupils who have specific speech and language acquisition issues.

Standardisation – The process of checking and adjusting learning levels through a standardised assessment task.

Spiritual, Moral, Social and Cultural (SMSC) – The elements of curriculum provision that provide learning in

T

Teaching Assistant (TA) - Teaching Assistants work to support pupils. They work alongside class teachers.

Team around the Child (TAC) – An evolving team of practitioners who have contact with a child and family on a regular basis. A TAC can be called by any agency which has involvement in that child's well-being.

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V

Value Added (VA) – Value added measures are used to estimate or quantify how much of a positive or negative effect schools have had on a child's learning over a defined period of time against known benchmarks.

Visually Impaired (VI) – An identified difficulty in vision

W

Working towards – A term used by schools to assess children who have not yet achieved a particular recognised learning benchmark.

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Y

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Z

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