

# A Guide to Educational Jargon in Primary Schools

An at-a-glance jargon buster to help you understand some of the words, phrases and acronyms used in primary schools.

<b>Academy</b>	An academy is a school that is state-funded, but receives its funding directly from the government, rather than the local authority.
<b>ADD</b>	Attention Deficit Disorder. Causes problems maintaining attention and focus. Children with ADD are entitled to additional support from their school and other agencies.
<b>ASHD</b>	Attention Deficit and Hyperactivity Disorder. Similar to <b>ADD</b> , but individuals with ADHD also show excessive activity or have difficulty controlling behaviour that is not appropriate for their age. Children with ADHD are entitled to additional support from their school and other agencies.
<b>ASD</b>	Autistic Spectrum Disorder. A range of conditions which cause problems with social interaction, communication, interests and behaviour. Can range from mild to severe, hence the use of the term 'spectrum'. Individuals with ASD or <b>Asperger's Syndrome</b> are entitled to receive additional support from their school and other agencies.
<b>Asperger's Syndrome</b>	A form of <b>ASD/autism</b> where the individual shows autistic tendencies but can still function well in terms of their intelligence, attainment and progress in school and beyond.
<b>Assessment</b>	The ways in which a teacher decides how much progress a child has made and what they have learnt and understood. Assessment happens daily through marking, questioning, discussion and observation. Also measured using end of year/end of unit tests, such as <b>SATs</b> .
<b>Attainment</b>	A measure of a child's achievement in school which compares every child to a standardised expectation for their age level, regardless of individual starting points. Schools are judged by the attainment of their pupils, but also by the <b>progress</b> that the children make.
<b>Autism</b>	See <b>ASD</b> .
<b>Booster group</b>	A small group offering extra support to children who may be falling behind. Often taught by a <b>teaching assistant</b> , under direction from the class teacher. Also known as an <b>intervention</b> .
<b>British Values</b>	A government initiative to promote the idea of what it means to be British. Schools are required to promote and teach the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
<b>CAF</b>	Common Assessment Framework. A system that ensures all agencies involved in a child's care are communicating and working together in the child's interests. Typically seen where the child has additional needs, for example where social services or healthcare professionals are involved and there are concerns about a child's welfare.

<b>CAFCASS</b>	An independent organisation which represents children's rights in family court cases, usually around divorce and separation, care proceedings or adoption.
<b>CAMHS</b>	Child and Adolescent Mental Health Service. Specialist NHS mental health services for children and young people. Accessible to all young people from birth to 19. Children may be referred by school or other agencies if they have emotional or behavioural difficulties, mental health issues or have experienced trauma that has affected their wellbeing.
<b>CE(A)</b>	Church of England (aided). Sometimes also known as 'VA' (voluntary-aided). A school with this in its name has strong links with the Church of England. The governing body will include members of the local diocese (usually the local vicar or priest). The governing body employs the staff and the school is funded via the diocesan board of education. VC schools can amend their entry criteria to make allowance for people that regularly attend church, but must still accept pupils via the usual entry criteria, such as distance from the school.
<b>CE(C)</b>	A school with this in its name also has links with the Church of England, but (unless it is an academy) is more closely linked to the local authority. It will also follow the normal admission policies more closely.
<b>Collective Worship</b>	Also known as 'assembly'. Schools are required to hold an act of collective worship every day, but this does not always mean the whole school meeting in the hall. It often does not have a specific religious content – rather it can be a time for reflection and discussion.
<b>(Pupil) conferencing</b>	A one-to-one or small group discussion between teacher and pupils that takes place regularly to discuss <b>progress, attainment</b> , attitudes to learning, and enables the teacher to give the pupil <b>feedback</b> about their work.
<b>Core subjects</b>	The subjects considered to be at the centre of the curriculum – English, maths and science. All the other subjects are known as the <b>foundation</b> subjects.
<b>Curriculum</b>	A document that sets out the subjects taught in a school and the areas covered within each subject for each year group.
<b>DBS check</b>	A check made by the Disclosure and Barring Service which ensures that all adults working in a school have disclosed any unspent criminal convictions. Formerly known as a 'CRB' check. An essential part of a school's <b>safeguarding</b> procedure.

<b>D&amp;T/DT</b>	Design and technology. A curriculum subject that teaches children about the design of a range of objects, how certain working parts are made and how to join, fix and use materials effectively. Children learn to assemble, disassemble, plan, construct and evaluate. This subject covers work with food, textiles and other materials, and teaches children to use a range of tools.
<b>DfE</b>	Department for Education – the government ministry responsible for education in the UK.
<b>Dyscalculia</b>	A specific learning difficulty that affects learning in the arithmetic aspect of maths, typically in understanding numbers, manipulating numbers and learning number facts such as times tables.
<b>Dysgraphia</b>	A <b>specific learning difficulty</b> that affects written expression. Dysgraphia can appear as difficulties with spelling, poor handwriting and trouble putting thoughts on paper.
<b>Dyslexia</b>	A <b>specific learning difficulty</b> that affects reading, writing and spelling.
<b>Dyspraxia</b>	A <b>specific learning difficulty</b> that causes poor physical skills and lack of coordination, which in turn can affect skills such as writing.
<b>EAL</b>	English as an Additional Language. Used to refer to pupils for whom English is not the main language spoken at home. Schools <b>track</b> such pupils closely and offer additional support if it is needed.
<b>EBD</b>	Emotional and Behavioural Difficulties. Children identified as having EBD are entitled to receive additional support in the same way as children who have other additional needs.
<b>EHCP</b>	Education and Health Care Plan. Formerly known as a 'statement of special educational needs'. A document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide. Children with an EHCP will usually be entitled to extra one-to-one support in school (though not necessarily full-time) and will have outside agencies involved in their support, such as physiotherapists, behavioural experts or sensory impairment teachers.
<b>Enrichment</b>	Activities provided by schools which are in addition to the main curriculum offering. Examples include visitors into school, trips, concerts and sporting activities.
<b>e-Safety</b>	An essential part of the school's <b>computing</b> and <b>PSHE</b> teaching, as well as a safeguarding requirement. Teaching e-Safety involves educating children on safe use of the Internet and technology in general.

<b>EYFS</b>	Early Years Foundation Stage – Nursery and Reception. Also known as <b>Foundation Stage (FS)1</b> – Nursery - and <b>Foundation Stage (FS)2</b> - Reception. Some schools have their own Nursery; all primary and first schools have a Reception class. The EYFS has its own <b>curriculum</b> , which is different to the <b>National Curriculum</b> taught in the rest of school.
<b>ELG</b>	Early Learning Goals. Each area of the <b>EYFS curriculum</b> has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their <b>Reception</b> year in order to meet the standards for their age.
<b>Ever 6 FSM</b>	Schools receive <b>Pupil Premium</b> funding to support the learning of pupils who are entitled to <b>Free School Meals</b> . This funding continues for a further 6 years, even if the child is no longer entitled to receive free school meals.
<b>EWO</b>	Education Welfare Officer. A person whose job is to ensure the wellbeing of all children in education. In practice, they are most likely to support schools with issues around attendance.
<b>Feedback</b>	Any way in which a teacher tells a child how they have done in their learning and what they need to do to improve further. Could come from marking of work, or verbal feedback to an individual or a group by the teacher, <b>teaching assistant</b> or peers. Considered extremely important to enable children to make <b>progress</b> .
<b>Foundation subjects</b>	All <b>National Curriculum</b> subjects other than the <b>core</b> subjects of English, maths and science.
<b>FSM</b>	Free School Meals. Parents in receipt of certain benefits are entitled to apply to their child's school for free school meals. This also generates additional funds for the school to use to support that child's learning in school. Schools always keep such information confidential and children in receipt of FSM are not singled out. See also <b>Universal Free School Meals</b> and <b>Pupil Premium</b> .
<b>GLD</b>	Good Level of Development. A measure of attainment at the end of the <b>EYFS</b> . Children are deemed to have achieved GLD if they have achieved the <b>Early Learning Goals (ELG)</b> in the EYFS curriculum areas of Personal, Social and Emotional Development, Physical Development, Communication and Language Development, Literacy and Mathematics.



<b>Governing Body</b>	A group of people responsible for the strategic running of a school. Usually comprised of the headteacher, staff governors, parent governors, community governors and governors appointed by the local authority (unless the school is an academy). Governors carry out their duties voluntarily and their role is to hold the headteacher to account for the running of the school and the progress and wellbeing of its pupils and staff.
<b>HLTA</b>	Higher Level Teaching Assistant. This is a <b>teaching assistant</b> who has undertaken additional training and is able to take on greater responsibility, including covering classes, and planning and teaching their own lessons.
<b>ICT</b>	Information and Communication Technology. Now known as <b>Computing</b> under the 2014 curriculum, this includes programming (coding), use of computers and programmable toys, understanding the role of technology and staying safe online ( <b>e-Safety</b> ).
<b>Inclusion</b>	The efforts made by a school to ensure that all children attend and are welcomed by their local school and are supported to learn, contribute and participate, regardless of individual need, background or circumstances.
<b>Intervention</b>	Similar to a <b>booster</b> group, this is a small group lesson, usually but not always taught by a <b>TA</b> , which aims to support children who are not making the <b>progress</b> they should.
<b>KS1</b>	Key Stage 1. This covers a child's time in <b>year 1</b> and <b>year 2</b> . Formerly known as 'Infants'.
<b>KS2</b>	Key Stage 2. This covers a child's time in <b>years 3, 4, 5 and 6</b> . Sometimes divided into Lower KS2 ( <b>LKS2</b> ) – years 3 and 4, and Upper KS2 ( <b>UKS2</b> ) – years 5 and 6. Formerly known as 'Juniors'.
<b>LA</b>	Local Authority – the local government authority responsible for non-academy schools in its area.
<b>Learning disability</b>	A condition or difficulty that has an impact on an individual's intelligence, such that their attainment is typically considerably lower than that which should be expected for their age. Should not be confused with a <b>specific learning difficulty (SpLD)</b> .
<b>LSA</b>	Learning Support Assistant. See <b>TA</b> . An LSA is more likely to support an individual child, but may also work with groups, or support the whole class.

<b>Looked After Child</b>	A child who is in the care of the local authority. This child may be fostered, adopted, in the care of social services, or being cared for by someone (not a close family member) other than their birth parents. It is recognised that these children often experience difficulties with progress in school, and schools receive <b>Pupil Premium</b> funding to enable them to support their learning.
<b>MFL</b>	Modern Foreign Languages. Now part of the <b>National Curriculum</b> for all pupils in <b>KS2</b> . Schools can choose which language they teach, but most choose a European language, such as French or Spanish.
<b>National Curriculum</b>	A government document which sets out what children must be taught at each stage of their education in each subject. Last revised in 2014. Current National Curriculum subjects are English, maths, science, history, geography, art and design, <b>design and technology</b> , music, computing, languages, <b>PE</b> , and <b>citizenship</b> . All schools are also required to teach religious education at all key stages.
<b>Ofsted</b>	Office for Standards in Education. The organisation tasked with ensuring standards in school through a regime of regular inspections (usually every 3 years for most schools performing well).
<b>Parent voice</b>	Some schools run an informal group which invites parents to come into school and discuss issues of concern or make suggestions as to how the school can improve.
<b>PE</b>	Physical Education. In primary schools this includes swimming, dance, ball games, athletics, gymnastics and outdoor/adventurous activities.
<b>Prevent Duty</b>	Keeping people and communities safe from the threat of terrorism. All school staff have received Prevent training, which teaches them how to spot the signs that a child or young person may be at risk of radicalisation – religious or political – and what to do if they suspect this.
<b>Progress</b>	See also <b>attainment</b> . Progress is a measure of how much a child has learnt within a time period such as a term or a year. Since all children have different starting points, progress is considered a more important indicator than <b>attainment</b> .
<b>Provision</b>	What a school provides for its pupils to support their learning and progress in school – the teaching, resources, use of the curriculum, support, <b>enrichment</b> activities and resources.
<b>PSHE</b>	Personal, Social and Health Education. An area of the curriculum which focuses on a child's development on a personal level, and also covers aspects such as staying safe (for example road, safety, e-Safety, 'stranger danger') and sex and relationship education.

<b>PTA</b>	Parent Teacher Association. Sometimes called 'Parent, Teacher and Friends Association' (PTFA) or simply 'Friends of xxx school'. A group of parents, teachers and friends who meet regularly to plan events and activities to raise funds for the school. Often has charitable status.
<b>Pupil Premium</b>	Funds paid directly to schools to enable them to support the progress, attainment and wellbeing of children who are <b>Looked After</b> , receiving <b>Free School Meals</b> (not <b>Universal Free School Meals</b> unless parents are also entitled to apply for FSM) or who are <b>Service Children</b> . Schools are held strictly accountable for how they spend this money to support learning and wellbeing.
<b>Pupil voice</b>	A school's efforts to ensure that its pupils' opinions are taken into account in the way the school is run.
<b>RE</b>	Religious Education. All schools must teach RE, and the curriculum is usually set by the local authority or, in the case of a church school, the diocese. RE teaching in the UK covers the main religions of the world: Christianity, Islam, Judaism, Hinduism, Sikhism and Buddhism, but also has a focus on Christian values.
<b>Reception</b>	The first year of compulsory primary education. Also known as FS2 (Foundation Stage). Children in Reception are typically aged 4-5.
<b>Safeguarding</b>	Ensuring the safety and wellbeing of all pupils within a school. Teachers attend compulsory safeguarding training every three years. Safeguarding includes all aspects of what it means to keep children and adults safe in school, for example ensuring all adults in school have undertaken a <b>DBS check</b> , educating adults in school on spotting the signs of abuse, carrying out risk assessments for trips and ensuring there is an adequate number of first aiders on the school staff.
<b>SALT</b>	Speech and Language Therapy. A specific <b>intervention</b> which supports children's speech development. This could relate to the way that they enunciate sounds and use words ('expressive' speech) or the way they understand what is said to them ('receptive' speech). Teachers will identify early on whether children have speech and language difficulties, and will usually make a referral to the Speech and Language service, whose therapists will assess the child regularly and give the school and parents/carers specific exercises and activities to do with the child.

<b>SATs</b>	Standard Assessment Tests. These are compulsory tests that children are expected to take at the end of year 2 (end of <b>KS1</b> ) and end of year 6 (end of <b>KS2</b> ). Children are tested in reading, <b>SPaG</b> and maths, and teachers also have to submit their own assessment of each child's writing. Results are reported to the <b>LA</b> and published as a key performance indicator of schools.
<b>School Council</b>	A group of pupils which acts as representatives of their classmates in discussing school issues with the headteacher and staff, helping to make decisions about how the school is run and taking on projects that support the children's learning and development, such as organising charity events, representing the school at outside events or ensuring the school is environmentally friendly. Usually elected annually by the other children.
<b>SEN/SEND</b>	Special Educational Needs/Special Educational Needs and Disabilities. A pupil is deemed to have Special Educational Needs if they are finding it harder than other pupils to make <b>progress</b> . This may be due to a <b>specific learning difficulty</b> , a recognised disability such as a hearing impairment, emotional or social difficulties, or speech and language difficulties. Some pupils will only be classified as SEN for a short time, others may remain so for the rest of their time in school. Schools have an SEN register which records all SEND pupils, and schools are expected to track the progress of these pupils closely.
<b>SENCo</b>	Special Educational Needs Coordinator. A member of the school's staff that has responsibility for coordinating support and <b>provision</b> for all pupils on the SEN register.
<b>Service Child</b>	A child with one or both parents in the armed services. Schools are entitled to additional funding to spend on supporting these children with their progress and attainment in school.
<b>SFP</b>	School Focused Plan. A plan for any child identified as having <b>SEN</b> , the SFP outlines the child's strengths and areas of difficulty and what the school is doing to support the child. It is also used as a way of closely tracking the child's progress and recording support received. Children whose needs entitle them to further funding will have an <b>EHCP</b> .
<b>SpLD</b>	Specific Learning Difficulty. A difficulty with certain skills that are needed for learning, such as reading and writing.



<b>SPaG</b>	Spelling, Punctuation and Grammar. A new focus since the introduction of the 2014 <b>National Curriculum</b> . Children are taught specific skills in these three areas, and are tested on them in the <b>SATs</b> at the end of <b>Year 2</b> and <b>Year 6</b> .
<b>Special school</b>	A school that caters for children whose needs cannot be met with the <b>provision</b> and support provided by a mainstream school.
<b>TA</b>	Teaching Assistant. A member of the school's staff with responsibility for supporting learning, usually under the direction of a teacher. TAs may work with whole classes, small groups or individuals, and often offer support and <b>booster</b> classes for pupils who are struggling to make progress.
<b>Tracking</b>	The process by which schools monitor the <b>progress</b> and <b>attainment</b> of their pupils over time. Teachers will usually <b>assess</b> children's attainment on a termly basis (more often if there are concerns) and monitor this to ensure children are making the amount of progress they should. This enables teachers to identify early on whether children need additional support or extra challenge.
<b>Universal Free School Meals (UFSM)</b>	An ongoing government initiative which provides a free school lunch for all pupils in <b>Reception, year 1</b> and <b>year 2</b> . This is not the same as the free school meals, which are provided for children whose parents are in receipt of certain benefits, as UFSM do not carry <b>Pupil Premium</b> funding. Parents of children in Reception, year 1 and year 2 who are in receipt of these benefits need to apply separately to the school to ensure that the Pupil Premium funding is made available to support their child.
<b>Year 1</b>	The second year of compulsory primary education, first year of the <b>National Curriculum</b> and <b>Key Stage 1</b> . Children aged 5 to 6.
<b>Year 2</b>	The third year of compulsory primary education, last year of <b>Key Stage 1</b> . Children aged 6-7. Children sit <b>SATs</b> at the end of this year.
<b>Year 3</b>	The fourth year of compulsory primary education, first year of <b>Key Stage 2</b> . Children aged 7-8.
<b>Year 4</b>	The fifth year of compulsory primary education. Children aged 8-9.
<b>Year 5</b>	The sixth year of compulsory primary education. Children aged 9-10
<b>Year 6</b>	The final year of compulsory primary education. Children aged 10-11. Children sit <b>SATs</b> at the end of this year.