Glossary for primary and secondary PEP forms

Key stages and year groups

<table>
<thead>
<tr>
<th>Key Stage</th>
<th>Year groups</th>
<th>Ages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Years Foundation Stage (EYFS)</td>
<td>Preschool - end of Reception Year</td>
<td>3-5</td>
</tr>
<tr>
<td>Key Stage 1 (Primary)</td>
<td>Years 1-2</td>
<td>5-7</td>
</tr>
<tr>
<td>Key Stage 2 (Primary)</td>
<td>Years 3-6</td>
<td>7-11</td>
</tr>
<tr>
<td>Key Stage 3 (Secondary)</td>
<td>Years 7-9</td>
<td>11-14</td>
</tr>
<tr>
<td>Key Stage 4 (Secondary)</td>
<td>Years 10-11</td>
<td>14-16</td>
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</tbody>
</table>

Raising the Age of Participation legislation means that pupils who started Year 12 or below in September 2014 must continue in education or training until their 18th birthday. Young people will have a choice about how they want to continue in education or training post-16, which could be through full-time education, such as school or college; an apprenticeship; or part-time education or training if they are employed, self-employed or volunteering for 20 hours or more a week.

**September 2014 Foundation Stage Profile (FSP)**

A new Early Years Foundation Stage Profile (EYFSP) was introduced in September 2014. There are seven areas covered by the new Profile. There are three ‘prime’ areas:

- Communication and language
- Physical development
- Personal, social and emotional development (PSED).

There are also four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.


The first assessments based on the September 2014 version of the FSP will be ‘no later than 30 June in the year in which the child turns five’.

**National Curriculum**

The national curriculum has to be taught in all maintained schools. Academies do not have to teach the national curriculum.

The national curriculum in force from September 2014 contains the programmes of study and attainment targets for all subjects. All maintained schools in England started teaching the
new programmes of study from September 2014. Key stage 4 programmes of study for English and mathematics have been taught in Year 11 from September 2016.

For primary schools
See the following web page from the Department for Education (DfE) for information about the curriculum to be taught in primary schools from September 2014: https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum

For secondary schools
See the following web page from the Department for Education (DfE) for information about the curriculum to be taught in secondary schools from September 2014: https://www.gov.uk/government/publications/national-curriculum-in-england-secondary-curriculum

Changes to assessment
The system of ‘levels’ used to report children’s attainment and progress was removed from September 2014 and will not be replaced.

The programmes of study within the new national curriculum set out expectations at the end of each key stage, and schools will develop a curriculum that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

Key changes to national curriculum tests and assessments
The national curriculum tests and teacher assessment at the end of key stages 1 and 2 was reported in attainment levels for the last time in summer 2015.

The first new key stage 1 and key stage 2 tests in English, mathematics and science, based on the new national curriculum, were sat by pupils for the first time in the summer of 2016.

From the academic year 2015-16, there was a change from an absolute measure of progress (i.e. two levels of progress required between KS1 and KS2) to a relative measure. At the same time, KS2 test outcomes will now be reported as a scaled score, where the expected score is 100. Pupil progress will be determined in relation to the average progress made by pupils with the same baseline (i.e. the same KS1 average point score).

Attainment Levels
As attainment levels will have been used for some pupils until 2015, the information below explains what schools have been using for the past few years.

Historically, attainment levels described what a child working at that level would be achieving. Teachers assessed the level each child was working at in each subject on a regular basis. Attainment Levels ranged between 1 and 8 in most subjects, with 1 being the lowest. High-performing children could be awarded ‘Exceptional Performance’.

The levels were also subdivided, so sometimes you may have heard teachers talk about Level 6c, 2b or 4a. In this case, ‘c’ meant the lowest achievement at any one level, ‘b’ the middle and ‘a’ the top. So a child working at Level 2b was in the middle of that level, just above Level 2c, but working up to Level 2a. These were sometimes called fine levels.
By the end of Key Stage 1, most pupils would have been working at Level 2. By the end of Key Stage 2, most would have been at Level 4. By the end of KS3, most would be at Level 5.

**P scales**

The P scales outline attainment for pupils with special educational needs and disabilities working below level 1 of the national curriculum and describe some of the important skills, knowledge and understanding that pupils may gain from the programmes of study and the national curriculum.

There are P scales for each subject in the national curriculum and for religious education. The P scales use eight performance levels to illustrate the learning that leads to national curriculum level 1.

- Levels P1 to P3 show the earliest levels of general attainment with subject-focused examples.
- Levels P4 to P8 show subject-related attainment.

The P scales are relevant to pupils with learning difficulties, whose attainments may not register on the national curriculum level descriptions.


**Standard Assessment Test (SAT) scores**

Pupils take national tests at the end of Key Stage 2 in Reading and maths. The results from these tests are sometimes called SAT scores. Schools also need to report on whether each child is working towards the expected standard, at the expected standard or at greater depth than the expected standard in writing.

At Key Stages 1 and 3, children’s progress is measured by teacher assessment rather than national tests. Teacher assessment also takes place at Key Stage 2.

**Key Stage 4 - GCSEs**

A new scale from 1-9 for GCSE grades will be introduced for Year 11 exams taken from summer of 2016 (see below).

<table>
<thead>
<tr>
<th>Current</th>
<th>G</th>
<th>F</th>
<th>E</th>
<th>D</th>
<th>C</th>
<th>B</th>
<th>A</th>
<th>A*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

The Department for Education has produced a [factsheet](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/329911/Performance_-_P_Scale_-_attainment_targets_for_pupils_with_special_educational_needs.pdf) setting out the changes that are happening to GCSEs in England over the next few years. The document explains
how the new numbering system relates to grades and the timescale for when exam results in specific subjects convert from grades to numbers.

A new secondary school accountability system was implemented in 2016. It includes two new headline measures, Progress 8 and Attainment 8.

**Progress 8**
Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school. It is a value-added measure based on a measured score for each child when they enter secondary school. It indicates progress across a suite of 8 subjects, promoting a broad and balanced curriculum.

The measure will be based on pupils' performance in English, Mathematics, Sciences (including Computer Science), Humanities (History or Geography) and an 'open group' and will show whether pupils have performed better than expected at the end of Key Stage 4, considering their starting point from Key Stage 2.

The diagram below shows how the Progress 8 and Attainment 8 scores are calculated. English and Mathematics grades are double counted as these are seen as critical subjects. The 'facilitating subjects' are those which are classed as traditional academic subjects, which many top universities regard as important entry qualifications. All remaining subjects fall into the 'open group'.

**Attainment 8**
This will show pupils' average attainment in the group of subjects that make up the Progress 8 measure. This is calculated for each pupil by dividing by 10 because English and Mathematics are double weighted.

A pupil's Progress 8 score is their Attainment 8 score, minus their estimated Attainment 8 score. The estimated Attainment 8 score is the average Attainment 8 score of all pupils nationally with the same prior attainment at Key Stage 2 (KS2).

The school's Progress 8 score is then calculated as a mean average of the pupils' Progress 8 score in a given year group. A school Progress 8 score of +0.5 is considered to be good to outstanding.

Please note that the school's 'Progress 8' and 'Attainment 8' figure can be affected if a pupil does not choose 3 subjects from the 'facilitating subjects' group. However, the score can still be positive if pupils exceed challenging targets.
SIMS

SIMS stands for Schools Information Management System. It is used by most Bristol schools to record data on pupils, particularly that which is reported to government.

ELQ

Entry Level Qualification or Equivalent Level Qualification.

Entry Level Qualifications are nationally recognised qualifications that develop basic knowledge, skills and understanding.

Equivalent Level Qualification an alternative to qualifications such as GCSEs. These are being re-evaluated by the Department for Education.

English as an Additional Language (EAL)

From September 2016 the Department for Education will be asking schools about the proficiency in English of pupils who are EAL learners. Schools will record using the following codes.

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>New to English</td>
</tr>
<tr>
<td></td>
<td>May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. Needs a considerable amount of EAL support.</td>
</tr>
<tr>
<td>B</td>
<td>Early acquisition</td>
</tr>
<tr>
<td></td>
<td>May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. Still needs a significant amount of EAL support to access the curriculum.</td>
</tr>
<tr>
<td>C</td>
<td>Developing competence</td>
</tr>
<tr>
<td></td>
<td>May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. Requires ongoing EAL support to access the curriculum fully.</td>
</tr>
<tr>
<td>D</td>
<td>Competent</td>
</tr>
<tr>
<td></td>
<td>Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. Needs some/occasional EAL support to access complex curriculum material and tasks.</td>
</tr>
<tr>
<td>E</td>
<td>Fluent</td>
</tr>
<tr>
<td></td>
<td>Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. Operates without EAL support across the curriculum.</td>
</tr>
<tr>
<td>N</td>
<td>Not yet assessed</td>
</tr>
</tbody>
</table>
Special Educational Needs and Disabilities (SEND)

A new SEND Code of Practice came into force from 1 September 2014. Over time, statements of SEN and Learning Difficulty Assessments will be replaced by Education, Health and Care Plans (EHCPs). School Action and School Action Plus will also disappear.

The SEND Code of Practice is available at:

Paragraphs 10.1 to 10.12 in chapter 10 of the SEND Code of Practice relate specifically to children in care and care leavers.

Bristol City Council’s primary and secondary PEP forms refer to the ‘primary need’ of a child with a statement of SEN or an EHCP. The abbreviations and what they stand for are shown below:

CI – Communication and interaction
CL – Cognition and learning
SEMH - Social, emotional and mental health
SPN - Sensory and/or physical needs

Individual Education Plan (IEP)

Individual Education Plans are prepared by schools in consultation with parent/carers and children for planning. The IEP should set out agreed targets for the child specifically related to the child’s needs, the provision and the monitoring required to meet those needs. In-built reviews are required at least three times a year.

Pastoral Support Plan (PSP)

Pastoral Support Plans operate in a similar way to IEPs and are used for pupils with behavioural, emotional or social difficulties. A range of support can be provided in school to support these children via the pastoral arrangements for the school.

Pupil Passport- Most Schools are replacing IEP with Pupil Passports which is a one or two page document highlighting the needs and interests of the pupil with strategies that work for them. Alongside setting SMART targets, the pupil passports are often written in the voice of the pupil.

School Support – The new Code of Practice embeds “Graduated Response” stating the need for High Quality First Teaching at a universal level making class teacher responsible for meeting the assessment needs of the pupil. The next level- School Support is then the class teacher working in conjunction with the SENCO. This has replaced school action and school action plus, although some schools are using School Support Plus to indicate specific external agencies.

Transition Plan

There are two definitions of Transition Plan. One is a document that outlines what a disabled/statemented young person wants to achieve in the next few years and what support s/he will need to live as independently as possible. It covers every aspect of the young
person’s life, including education, employment, housing, health, transport and leisure activities.

The other is a document drawn up when a pupil transfers between one key stage and another. (Key stage changes happen between Reception and Year 1; Years 2 and 3; Years 6 and 7; Years 9 and 10 and at the end of Year 11.) For children in care such transition plans would normally be part of the PEP.

**LAC Pupil Premium**

Children in care of statutory school age who have been looked after for at least one day are eligible for the LAC Pupil Premium. The virtual school distributes the money to schools and its impact is discussed as part of the PEP meeting. 80% of Pupil Premium funding should be spent on one to one English and maths tuition. From September 2012, schools have had to account to the government on how it was spent. Information about the amount of the funding in a particular year is available at [http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp](http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp)

**Care status**

Under the Children Act 1989, a child is looked after by a local authority if s/he is in their care or is provided with accommodation by the authority for more than 24 hours. A child may be accommodated under a voluntary agreement with their parents (section 20); be the subject of a care order or an interim care order; or be the subject of an emergency order for their protection.