

Glossary for primary and secondary PEP forms

Please note that this glossary is in alphabetical order by main heading. Terms that are relevant to the main heading appear within that section e.g. terms relevant to Special Educational Needs and Disabilities are under the SEND heading.

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.

CiC (or LAC) Pupil Premium

Children in care of statutory school age who have been looked after for at least one day are eligible for the CiC 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>

Delegated authority

A process that gives foster carers permission to make specific decisions about everyday matters e.g. staying over at a friend's house.

English as an Additional Language (EAL)

From September 2016 the Department for Education asked schools about the proficiency in English of pupils who are EAL learners. This requirement to report was stopped in 2018 but some information has been retained in Bristol's PEP forms to elicit the young person's proficiency in his/her first language and any other languages in which s/he is able to communicate.

Key stages and year groups

Key Stage	Year groups	Ages
Early Years Foundation Stage (EYFS)	Preschool - end of Reception Year	3-5
Key Stage 1 (Primary)	Years 1-2	5-7
Key Stage 2 (Primary)	Years 3-6	7-11
Key Stage 3 (Secondary)	Years 7-9	11-14
Key Stage 4 (Secondary)	Years 10-11	14-16
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 18 th 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.		

National Curriculum and assessments

The information below applies to schools in England. Schools in other part of the UK have separate curriculum and assessment arrangements.

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.

Early Years Foundation Stage Framework

This sets out the statutory standards that school and childcare providers must meet for the learning, development and care of children from birth to 5. The Framework can be found at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

In the final term of the year in which a child reaches age five, and no later than 30 June in that term, children are assessed using the Early Years Foundation Stage Profile (EYFSP). The EYFSP consists of seven areas. 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.

These areas are covered by 17 Early Learning Goals. You can find out more about the EYFSP at: <https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

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.

The programmes of study within the national curriculum set out expectations at the end of each key stage, and schools will have developed 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 are now 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 were using before levels were discontinued.

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 were originally used to outline attainment for pupils with special educational needs and disabilities (SEND) working below level 1 of the national curriculum and described some of the important skills, knowledge and understanding that pupils may have gained from the programmes of study and the national curriculum.

There were P scales for each subject in the national curriculum and for religious education. The P scales used eight performance levels to illustrate the learning that led 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 were relevant to pupils with learning difficulties, whose attainments may not have registered on the national curriculum tests and assessments.

P scales were meant to have been discontinued as the official attainment measure from September 2018 but then the DfE decided that P scales 1 to 4 would continue to be used for the 2018/19 and 2019/20 academic years. P scales 5 to 8 have been replaced by pre-key stage standards for KS1 and KS2.

More information is available at: <https://www.gov.uk/government/publications/p-scales-attainment-targets-for-pupils-with-sen>

Pre-key stage standards

These are intended to be used by teachers to report assessment outcomes for pupils working below the standard of national curriculum assessments (commonly called SATs) at the end of KS1 and the end of KS2.

SEND (Specialist provision)

The 2020 version of the PEP forms has a table to record progress and attainment for young people who have complex SEND. Communication relates to English/Reading and Writing and Cognition relates to Maths.

Standard Assessment Tests (SATs) and Teacher Assessment (TA)

Key Stage 1:

At the end of Year 1, pupils have to take the Phonics check. Some pupils in Year 2 will also take the Phonics Check if they didn't reach the required standard in Year 1 or they haven't taken it before.

At the end of Key Stage 1, children's progress is measured by teacher assessment rather than national tests. Schools have to submit teacher assessment information for reading, writing, maths and science.

Information about KS1 assessments is available at:

<https://www.gov.uk/government/publications/2020-key-stage-1-assessment-and-reporting-arrangements-ara>

Key Stage 2:

Pupils take national tests at the end of Key Stage 2 in reading, maths and Grammar, Punctuation and Spelling (GPS). The results from these tests are usually called SAT scores.

Schools also undertake teacher assessment (TA) in reading, maths, writing and science at KS2. Schools 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.

Information about KS2 assessments is available at:

<https://www.gov.uk/government/publications/2020-key-stage-2-assessment-and-reporting-arrangements-ara>

Key Stage 3:

At Key Stage 3, young people's progress is measured by teacher assessment rather than national tests.

Key Stage 4 – GCSEs:

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

Current	G	F	E	D	C	B	A	A*	
Proposed	1	2	3	4	5	6	7	8	9

The Department for Education has produced a [factsheet](#) setting out the changes that are happening to GCSEs in England. 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'.

Progress 8 Measure



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.

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.

Resilience

In 2019, Bristol City Council committed to being an 'ACE aware' city. In this context, ACEs stand for Adverse Childhood Experiences. ACEs are negative experiences in early life and childhood that can have an impact on health and wellbeing throughout life.

Resilience is an important mechanism in managing and/or overcoming ACEs. The PEP forms include questions for the young person and the adults that ask how the young person is encouraged to build resilience in a variety of ways.

SIMS

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

Special Educational Needs and Disabilities (SEND)

The SEND Code of Practice came into force from 1 September 2014. Statements of SEN and Learning Difficulty Assessments were replaced by Education, Health and Care Plans (EHCPs). School Action and School Action Plus were also discontinued.

The latest SEND Code of Practice is available at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf

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

Annual Review

There is a statutory requirement on a local authority to undertake an annual review of a young person's Education, Health and Care Plan. The review is often undertaken by the education setting. Relevant professionals who are involved with the young person should be invited to attend/contribute to the Annual Review.

Education, Health and Care Plan (EHCP)

EHCPs identify a young person's educational, health and social needs and set out the additional support to meet those needs.

Bristol City Council's primary and secondary PEP forms refer to the '**primary need**' of a child with 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.

Top up funding

This is funding that is additional to the core funding an education setting receives to enable a student with SEND to participate in education and learning. Information for Bristol City Council is available at: <https://www.bristol.gov.uk/web/bristol-local-offer/special-educational-needs-sen-funding-for-mainstream-schools-and-educational-settings>

Transition Plan

There are two definitions of Transition Plan. One is a document that outlines what a young person with SEND 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.

SDQs (Strengths and Difficulties Questionnaires)

Strengths and Difficulties Questionnaires are behavioural screening tools. There are versions for carers, schools and young people. Information about SDQs and how to access them is available from <http://www.sdqinfo.org/>

The higher the SDQ the higher the concern will be.

Close to average – An SDQ scored between 0-11
Slightly Raised – An SDQ scored between 12- 15
High –An SDQ scored between 16- 18
Very High – An SDQ scored between 19- 40