

Leadership: Key document and roles		
SIP /SDP	School Improvement Plan or School Development Plan	A key document that states the priorities of improvement for the school. Priorities are established from the SRSE.
SEF	Self Evaluation Form	Summary of SRSE entered online. The form is submitted to OFSTED at notification of an inspection
SRSE	School review and self evaluation	A school's objective analysis of its performance, priorities for improvement and targets it has set. A new Ofsted self-evaluation form (SEF) gives schools the opportunity to set out how they are developing the strengths and addressing the weaknesses within the school.
SIP	School Improvement Partner	A critical professional friend to schools acting for the maintaining authority.
DFE	Department Education	Government department
Ofsted	Office for Standards in Education	A Government department that works with the Department for Children, Schools and Families to monitor all schools (including those facing challenging circumstances).
QCA	Qualifications and Curriculum Authority	Disbanded
SACRE	Standing Advisory Council on Religious Education	A local body advising an LA on matters connected with religious education and collective worship in schools. Faith groups and teachers are represented.
LA	Local Authority (previously known as LEA)	
LDBS	London Diocesan Board for Schools	
VA	Voluntary aided	A school set up and owned by a voluntary body, usually a church, largely financed through the LA. The governing body employs the staff and control pupil admissions and religious education.
PPA	Planning, Preparation and Assessment	10% of teaching time given to teachers for planning, preparation and assessment in line with the Workforce remodelling
	Section 48	Inspection of denominational education and collective worship in schools with religious character
	Leadership & Management Team	Headteacher , Deputy Headteacher and Assistant headteachers
	Leader of Learning	Middle leaders of the school, responsible for standards, provision and improvement in core subjects and also portfolio of foundation subjects in line with the School improvement plan.
	Ex officio	Someone who is automatically a governor or able to attend meetings of a governing body by virtue of the office they hold, for example a Headteacher, parish priest or vicar, i.e. the position of governor comes with the job.
HMI	Her Majesty's Inspectorate	

Standards of Achievement: Assessment		
AFL	Assessment for Learning	The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.
APP	Assessing pupils Progress	Assessing Pupils' Progress is a joint QCA/Strategy initiative to improve the rigor and accuracy of teacher assessment in reading and writing. Grids of assessment focuses provide detailed criteria for judging ongoing work in relation to national curriculum levels. APP for Speaking and Listening is due to appear in Autumn 2007.
FSP	Foundation stage Profile	Summative assessment at the end of the Early years and foundation stage. To show

FFT	Fisher Family Trust	This is an independent, non profit organisation which is mainly involved in undertaking and supporting projects (e.g. pupil performance data) addressing the development of education in the UK.
	Raise online	A new web based system to disseminate school performance data. It has replaced the Ofsted Performance and Assessment (PANDA) reports and the DCSF Pupil Achievement Tracker (PAT)
	Baseline	An assessment of a child's skills and abilities usually made by a teacher in the first weeks of starting school to help them plan lessons and measure progress. Areas covered include language, reading, maths and social skills.
VA	Value Added	The progress that schools help individuals to make relative to their different starting points is usually referred to as value added. Value added measures are intended to allow comparisons between schools with different pupil intakes.
CVA	Contextual value added	Comparison with similar school: same KS 1 result, FSM...
	Summative assessment	Summaries the points that pupils have reached in their learning. It gives a measure of a specific level of achievement at a given time. In the medium and longer term, this helps teachers make judgments about standards of achievement and can also help with identifying pupils' future learning needs.
	Formative assessment	Formative assessment supports teaching and learning by providing feedback to pupils and teachers; it is often referred to as 'assessment for learning'. It is undertaken by both teachers and pupils and becomes formative when it is used to plan the next steps in learning to meet their needs.
PLASC	Annual School Census	Annual return required by all schools to submit data to Dcsf, including pupil roll which influences budget for the following year.
	Classroom monitor	In school tracking and target system
APS	Average point score	Numerical value used to judge achievement of pupils in Reading, writing, maths and science.

Curriculum, Teaching and Learning

EYFS	Early years and Foundation Stage	The new regulatory and quality framework for the provision of learning, development and care for children between birth and the academic year in which they turn five (0–5).
EYFS : CLL	Communication, Language and literacy	
EYFS: PRN	Problem solving reasoning and numeracy	
EYFS:KUW	Knowledge and understanding of the world	
EYFS: PSED	Personal Social and Emotional development	
EYFS: CD	Creative development	
EYFS: PD	Physical development	

KS	Key stage	A description and measurement of pupils' progress through school: - Key Stage 1: pupils aged 5 to 7 - Key Stage 2: pupils aged 7 to 11 - Key Stage 3: pupils aged 11 to 14 - Key Stage 4: pupils aged 14 to 16
NC	National Curriculum	The national curriculum provides a broad and balanced education for all children, covering 12 subjects overall, and is divided into four key stages according to age. It includes statutory assessments, consisting of tests and teacher assessments, at the end of key stages 1, 2 and 3.
	Learning outcomes	The work produced (orally or in writing) by pupils as the result of planned learning.
	Learning objectives	A learning objective identifies the skill development or knowledge acquisition anticipated as the result of effectively-designed learning.
PDM	Professional Development meeting	In school development meetings arrange inline with the SIP to develop provision and practice: Teachers – weekly TA's – Fortnightly
	PRIMARY Language	
PSHE	Personal Social Health and Citizenship Education	
SEAL	Social and Emotional Aspects of Learning	
CW	Collective Worship	Requirement by all in all schools, community and VA. Can be organised in a variety of ways.
PP	Pupil premium	The Pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.
INSET	In Service Training	5 days of training per year in order to address SRSE and SIP
CPD	Continual Professional Development	Commitment by the school and provision to train and develop staff to improve outcomes for the children
NQT	Newly Qualified Teacher	
	Support staff	Clerical, welfare, technical, caretaking or supervisory staff in schools, including TA's.
TA	Teaching assistant	Classroom support staff.
LSA	Learning support assistant	Classroom support staff designated to support children with a statement for special educational needs.
	Supply teacher	Temporary substitute teacher.

Behaviour and safety, Inclusion & Safeguarding

SENCO	Special educational needs co-ordinator	The teacher responsible for coordinating special educational needs provision in the school. At St Mary & St Pancras this teacher is a member of the leadership and management team and is regarded as the Inclusion Manager
AEN	Additional Education Needs	Children with additional needs is a broad term used to describe all those children at risk of poor outcomes as defined by the Green Paper, Every Child Matters
SEND	Special Educational Needs and Disabilities	Definition relating to a pupil with a learning difficulty such that he or she requires a special education provision to be made. This provision is made in the majority of cases by the pupil's mainstream school.
LAC	Looked after Children	A child who, as defined in Section 22(1) of the Children Act 1989 , is cared for by the LA or is provided with accommodation by an LA for more than 24 hours under a voluntary agreement with his or her parents, or who is the subject of a care order.
EHCP	Education Health Care Plan	Document outlining arrangements for supporting children with significant special educational needs.

MLD	Moderate Learning Difficulties	
IEP	Individual Education planning	Setting specific targets for children.
GEP	Group Education Plan	
EAL	English as an Additional Language	For whom children where their first language is not English
EBD	Emotional and behaviour difficulties	
FSM	Free School Meals	Entitlement for families on low income to receive free school meals
BME	Black and Minority Ethnic groups	
	Vulnerable children	Disadvantaged children who would benefit from additional support to allow them to make the most of the opportunities in life
PLSS	Primary Learning Support Service	
EP	Education Psychologist	Qualified teacher with additional psychologist qualifications who can give addition advice and assessment for children with Additional educational needs
DBS	Disclosure and barring Service	Safeguarding checks carried out for all people who have regular contact with the children at the school. Staff, volunteers and governors
CP	Child Protection (safeguarding)	
CIN	Child in need	Under Section 17 of the Children Act 1989, these are children who are disabled or because of vulnerability are causes for concern.
	Behaviour Support Plan	Document outlining arrangements for supporting children with behavioural difficulties.
EWO	Education Welfare officer	Employed by the LA to monitor attendance and punctuality. Follows up statutory procedures regarding continual absence/ truancy.
	Extended school	A school that provides a range of services and activities, often beyond the school day, to help meet the needs of its pupils, their families and the wider community.

This list is not exhaustive list and more info can be found on.

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