" A really useful handbook, more than a collection of educational abbreviations - Hickman has the ability to explain the meaning of complex concepts with lucidity and straightforward simplicity; it will undoubtedly be a valuable resource for many people working in education. "

Professor Allan Walker Joseph Lau
Chair Professor of International Educational Leadership, Education University of Hong Kong

C.H.E.A.T

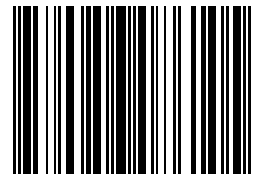**Cambridge Handbook of Educational Abbreviations & Terms**

Seventh edition (2018)

Richard Hickman

CHEAT:
Cambridge Handbook of Educational
Abbreviations and Terms

Richard Hickman
Faculty of Education

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More than words can say...

Twenty Years of English State Education 1998-2018

Oil on board 60 X 41 cm
Richard Hickman

CHEAT
Cambridge Handbook of Educational Abbreviations and Terms
With a glossary of educational research terms

Richard Hickman
University of Cambridge Faculty of Education

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Preface

Education is replete with abbreviations and acronyms; they seem to reproduce like viruses. Teachers and others involved with the education system(s) in the UK are apparently so busy that they don't have time to speak in full sentences and instead devise an arcane language littered with a kind of shorthand. Amongst the worst perpetrators are **QUANGOS** (Quasi Autonomous Non-Governmental Organisations) like the **TDA** and **QCA** (look them up!). Look, for example, at the following information intended to inform would-be teachers about new routes into teacher training, from the National Remodelling Team (**NRT**), with reference to employment-based routes (**EBR**):

the TTA will provide DRBs who are linked to an accredited ITT provider with EA contact details, so that DRBs can develop new links and draw on the EAs' experience and knowledge.

I would be inclined to think that an agency that claims to be concerned with passing on knowledge and understanding should not be allowed anywhere near learners if it puts out gobbledegook like this. Schools have caught the virus and many conversations could not be understood fully outside of them. Take the following example - a recent suggestion to a newly qualified teacher (**NQT**):

get the IEPs from the SENCO - you could also look at the EAL stuff which the EMA tutor might have…

This statement may well make perfect sense to some, but can be bewildering to new entrants to the profession. At this point, it is worth pointing out that 'SENCO' (special educational needs co-ordinator) is an acronym, while 'EMA' is an abbreviation (for Ethnic Minority Achievement); the former being a pronounceable word formed from constituents (usually initials) of the component words, the latter being the individual initials of the component words.

I put my antipathy to abbreviations and acronyms down (in part) to arriving back at Primary school having been absent with chicken pox. Two weeks earlier I had confidently been doing 'Hundreds, Tens and Units' and getting all of the sums correct, each calculation having H, T or U conveniently at the top. Now we had £, S and D (which in a class of 48, the teacher forgot to explain to me, and their significance was lost). All I knew was that I got all of my sums wrong, not knowing that the right hand column under 'D' now added up in units of 12, not 10, and the column under S added up in units of 20, not a hundred, before moving to the next column. The rest is history - I never did maths again and remain one of the few Cambridge professors without a qualification in the subject.

Some of the abbreviations included in this guide are significantly more esoteric, or even exotic, but all have been in circulation in recent years. New abbreviations and acronyms appear frequently and even old hands can get a little confused. This handbook is aimed at both experienced professionals and potential entrants. It gives brief explanations of most of the educational abbreviations, acronyms and terms people working in education are likely to encounter - for the time being.

Each subject has its own specialist language; the abbreviations acronyms and terms associated with individual subject areas, with a few exceptions, have not been included - not many people would need to know for example that HQVAE stands for 'High Quality Visual Arts Education', nor indeed DAMP HEMs (Dead Artists, mainly Painters, Heteronormative, European and Male - an acronym sometimes used by art teachers to disparage the prevailing orthodoxy). I have however included abbreviations and acronyms for the whole of the UK - it is worth noting that the so-called 'National Curriculum' only refers to England; Wales has its own 'National Curriculum' and Scotland and Northern Ireland have their own schemes, bought in at various times and with their own legislative background.

The terms included here are those that are found fairly frequently in education and which have very specific meanings. For example, 'scaffolding' and 'jigsawing' mean something quite different in the context of education, as opposed to the meaning associated with them in the construction industry. This compilation includes abbreviations, acronyms and terms that refer

to all stages of formal and informal education - from pre-school to **U3A** (University of the Third Age). Where **bold** is used, there is a cross-reference to elsewhere in the text.

An event of significance that occurred after the 3rd edition was a change of government in the UK. This of course had an impact upon educational policy and a consequent epidemic of the abbreviation and acronym virus. Of particular note was the change of title for the government department concerned with education: the department known formerly by the cumbersome abbreviation **DCSF** (also **DFEE, DES, DFES, DOE** and **MOE**) became the streamlined, no-nonsense **DfE** (department for education). Inevitably, there was an explosion of letters and digits unrelated to any known words and the debris appeared on Headteachers' and editors' desks, requiring them to learn yet another new language.

There are many new abbreviations and acronyms in this edition, and I have also included some additional terms in the section on educational research, including the impressive-sounding heterophenomenology. Also, for this edition, I have included more book references and a list of influential educationalists; further to this, I have added a chronological list of major legislation and significant UK government reports concerning education.

Unfortunately, while the list of new abbreviations, acronyms and terms in education grows unabated, old ones do not simply go away and of course still exist in out of date texts, I have therefore chosen to include

them. While this might give some impression of comprehensiveness this little Handbook can make no such claims, especially while there remains civil servants and academics determined to make a name for themselves with the invention of new jargon; I even had a go at it myself for fun: **autopsychography**, ["differing from autoethnography in that it refers to self-narrative from a psychological rather than from an ethnographic perspective..."].

Although there is every temptation to make up abbreviations [in fact an earlier edition had the following spurious entry: "SHITE - School Holistic Initial Teacher Education"] I can vouch for the veracity of all of the entries in the present edition, including such gems as **WILF:** What I'm Looking For. Just don't take any of it too seriously; that way madness lies. Simply enjoy the breathtaking banality of **WALT (**What Are We Learning Today) and revel in the ever-changing abbreviations for the Department for Education. (Or is that the Ministry of Learning?)

Richard Hickman, Cambridge 2018

Educational abbreviations, acronyms and terms

11+
See **Eleven plus**

1944 Act
RA Butler's 1944 Education Act raised the school-leaving age to 15 and provided universal free schooling in three different types of schools: grammar, secondary modern and technical. Butler hoped that these schools would cater for the different academic levels and other aptitudes of children. Entry to these schools was based on the 11+ examination, with the apparently more academically inclined children going to Grammar schools.

3 Rs
See **Three Rs**.

A2
Advanced Level 2nd stage. (It also refers to a size of paper often used in art rooms: half the size of A1, twice the size of A3 and four times the size of A4).

A4
In addition to being a size of paper (see A2, above), it stands for the Association for Advice and support in Art & Design.

AAI
Association of Assessment Inspectors and Advisers.

AAP:
1) Average attaining pupil; an abbreviation used by Ofsted. See also HAP and LAP.
2) Assessment of Achievement Programme

AB
Awarding Body.

ABE

Adult Basic Education - Literacy, numeracy etc. for adult learners.

Ability

The capacity which a child has to learn, which may be specific to particular areas of learning.

Ability grouping

There are four principal ways by which pupils can be grouped according to perceived ability:

> **banding**, used in larger schools, refers to pupils being grouped on the basis of apparent overall ability - each 'band' consists of two or more groups which follow a similar timetable
>
> **streaming**, as with banding, refers to pupils being grouped on the basis of apparent overall ability;
>
> **setting**, refers to a group of consisting of pupils selected on the basis of ability in a particular subject;
>
> **mixed ability**, refers to a group that is made up of pupils representing a wide range of apparent abilities.

Academy

Academies are, in this context, relatively new type of schools which are publicly funded 'independent' schools for pupils of all abilities. They are established by sponsors from faith or voluntary groups and/or businesses, working in partnerships with central Government and local education partners. Their independent status is intended to allow more flexibility and for them to be 'innovative and creative' in their curriculum as well as with regard to staffing and governance, although they must follow the National Curriculum in Mathematics, English, Science and ICT.

ACCAC
Qualifications Curriculum and Assessment Authority
for Wales.
ACCESS Programmes
The stated aims of Access programmes include
preparing adult learners from 'non-traditional'
backgrounds and under-represented groups for
admission to undergraduate education. They often
lead to GCSEs and A levels and are run by Colleges
of Further Education.
Accountability
Various processes by which teachers, schools or
governors are required to justify their practices,
policies and performance to others, and in particular
parents, including reports on pupil progress,
convening of an annual meeting for parents and
publishing Ofsted inspection reports.
ACDAP
Advisory Committee on Degree Awarding Powers,
reporting to the **QAA**.
ACE
Advisory Centre for Education.
ACEO
Association of Chief Education Officers.
ACER
Advanced Certificate of Educational Research
ACET
Adult Continuing Education and Training.
Achievement
Achievement refers to the overall accomplishment of a
pupil, including personal factors. See Assessment
and **RoA**.
ACLF
Adult and Community Learning Fund.

ACPC
Area Child Protection Committee.
ACS
Average Class Size.
ACVT
Advisory Committee for Vocational Training (European Union).
Action Plan
A document that school governors have to produce after an Ofsted inspection to show how the school will respond to the report. The governing body must formulate it within 40 days to address the key issues identified in the inspection.
ADCE
Advanced Diploma in Children's Care and Education.
Added value
The measured gain in pupil attainment when performance on admission to a school is compared with performance at the point of transfer out. Seen as preferable to simple 'raw' attainment data because it allows for socio-economic and other contextual influences on pupil capability and thus indicates the school contribution.
ADEW
Association of Directors of Education in Wales.
ADD
Attention Deficit Disorder.
ADHD
Attention Deficit Hyperactivity Disorder.
Admission
The process of admitting children into the roll of the school, which must be carried out by each school in accordance with LEA policies. Parents are able to

appeal if their child is refused a place at the school of their choice.

Admission criteria

The method of allocating places to schools which are over-subscribed.

Admissions Authority

Schools which handle their own pupil applications are admissions authorities; they send out pupil application forms and information about the school. Local education authorities are also said to be admission authorities because they are responsible for admissions to community and voluntary-controlled schools.

ADOL

Assistant Director Of Learning.

ADSS

Association of Directors of Social Services.

Advanced GNVQ

Advanced General National Vocational Qualification. This is similar to BTEC and the equivalent of 2 A levels. The subjects offered have a vocational element.

AEA

1) Advanced Extension Award.

2) Association for Education and Ageing

AE

Adult Education.

AEB

Associated Examining Board (see **AQA**).

AEN

Additional Educational Needs.

AEWM

Association for Education Welfare Management.

AF

Admissions Forum.

Affect/Affective

Traditionally, skills have been thought of as belonging to either the 'cognitive' or 'affective' domain of learning - roughly thinking and feeling. See for example Bloom's taxonomy (Bloom, B S and Krathwohl, D R, 1956). Affective skills could be associated with sensitivity, empathy or the ability to make subtle distinctions based for example on an awareness of cultural values.

AfL

Assessment for learning.

AFVAS

Association of Foundation and Voluntary Aided Schools.

Agreed syllabus

A non-denominational syllabus of religious education required to be used in Community schools and drawn up by a **SACRE**.

AHRB

Arts and Humanities Research Board.

AICE

Advanced International Certificate of Education; an academic 2-year program (similar to A levels) taken between the age of 16 and 18 where students concentrate on 2 or 3 subjects while maintaining an incorporated international focus.

AiDA

Award in digital applications (see also DiDA; CiDA).

AL

1) Associate Lecturer.

2) Advanced Level.

A level

Advanced level GCSE examination.

ALF
Activity-Led Funding.
ALG
Association of Local Government.
ALI
Adult Learning Inspectorate.
ALIS
Advanced Level Information System.
ALL
1) Adult Literacy and Life Skills.
2) Association for Language Learning
ALNs
Asynchronous Learning Networks.
ALPS
Advanced Level Performance Systems.
Alternative assessment
An assessment in which students originate a response to a task or question. Such responses could include demonstrations, exhibits, portfolios, oral presentations, or essays.
ALS
Additional Literacy Support.
AMT
Advanced Mathematical Thinking.
Anti-racist education
An approach to teaching and curriculum provision intended to increase all pupils' awareness and understanding of the socio-economic structures which systematically and institutionally disadvantage many minority British ethnic groups. Sometimes criticised for being 'too radical'.
AO
1) For highly experienced teachers who hold a degree and 'uphold required standards for QTS', the

'Assessment Only' avenue to gain **QTS** is possible.
The AO route avoids the need for additional training.
2) Assessment Objective.
3) Awarding Organisation.
AoC
Association of Colleges.
AOT
Adult other than Teacher.
APL
Accreditation of Prior Learning - Credit for a previous award, towards a further award.
APEL
Accreditation of Prior Experience and Learning.
APP
Assessing Pupils' Progress.
APT
Assistant Principal Teacher (Scotland).
AQA
Assessment & Qualifications Alliance – A 'Unitary Exam Body' formed by amalgamation of NEAB, AEB, SEG and C&G).
APP
1) Assessment of Pupil Performance
2) Assessing Pupils Progress
APS
Alliance of Parents and Schools.
ARA
Assessment and reporting arrangements.
ARE
Age Related expectations (replaces 'Levels')
ARP
Additional Responsibility Points (for teachers).
AS

Advanced Subsidiary, replacing Advanced Supplementary National examinations.

ASB

Actual Schools Budget (Wales).

ASB

Aggregated Schools Budget.

ASC

The ASC has replaced PLASC for all maintained secondary schools, CTCs and Academies in England as of 2010.

ASD

Autistic Spectrum Disorder.

ASDAN

Award Scheme Development Accreditation Network. A course seen as an alternative to GCSE examinations for disapplied pupils.

ASE

Association for Science Education.

ASG

Area School Group (Scotland).

ASPECT

ASPECT stands for the Association of Professionals in Education and Children's Trusts.

Assessment

Assessment is said to be a 'parent concept', covering:

- **Evaluation** - judging the value of. It refers to the process through which evidence is secured and judged with respect to its educational value;
- **Testing** - one procedure through which some kinds of evidence are obtained; it secures a sample of a students' or group's behaviour or product through a mechanism - a 'test';

- **Examination** - refers to a formal process whereby a student's achievement over specified period of time in a particular place is measured against stated criteria;
- **Measurement** - deals with a quantification of data;
- **Grading** - the assignment of a symbol to a person's performance, often a letter (ABCDE) is used to indicate some level of performance, relative to some criteria;
- **Achievement** - refers to the overall accomplishment of a student, including personal factors;
- **Attainment** - refers to the standard or quality of work measured against set criteria. It can also refer to the level of achievement reached by a child in respect of a sequence of learning.

Assessment-based training
A way to achieve QTS for those who already have a degree and substantial experience of working in a UK school, either as an instructor or unqualified teacher, (or as a teacher in an independent school or further education institution); it involves 'minimal' teacher training.

Assessment-based training
A way to achieve **QTS** for those who already have a degree and substantial experience of working in a UK school, either as an instructor or unqualified teacher, (or as a teacher in an independent school or further education institution); it involves 'minimal' teacher training. See **AO** (above).

Asset Management Plan
A five year plan which identifies the condition, suitability and sufficiency of accommodation within a

school and the costs of making necessary improvements.

AST

Advanced Skills Teacher.

AT

Advisory Teacher.

ATL

1) Association of Teachers and Lecturers - see NUT.

2) Attitude to learning

ATO

Approved Training Organisation.

At risk

A term applied to pupils who have not been adequately served by social service or educational systems and who are at risk of educational failure due to, for example, lack of services, negative life events, or physical or mental challenges.

Attainment

Attainment refers to the standard or quality of work measured against set criteria.

Attitudes

Attitudes are overt expressions of values and other personal qualities which tend to be adopted in a variety of situations. Children's attitudes to learning, for instance, can be vital.

AUT

Association of University Teachers - Trades' union for university lecturers. Most are from the 'old universities' (those that were universities before the end of the 'binary divide' between universities and polytechnics, in 1992).

Authentic assessment

An assessment based upon tasks that reflect the kind of competence demonstrated by experts.

Authentic task
School assignment that has a 'real-world' application. Such assignments bear a strong resemblance to tasks performed in non-school settings such as the home or the workplace. They usually require students to apply a broad range of knowledge and skills.

Autodidactic learning
Self-learning; learning without the aid of a teacher. See also **heuristic learning**.

AVA
Audio Visual Aids

AWI
Area Wide Inspection.

AWPU
Age-Weighted Pupil Unit.

B&A
Behaviour and attendance.

BAALPE
British Association of Advisers and Lecturers in Physical Education.

Balance
Balance exists when a curriculum provides pupils with appropriate proportions of teaching and learning across a full range of subjects and activities.

BA with QTS
A Bachelor of Arts degree-level initial teacher training (**ITT**) qualification, leading to Qualified Teacher Status (**QTS**). This is one of the main routes into primary teaching.

Banding
A method used by some schools for allocating pupils to teaching groups by perceived ability. See ability grouping.

Basic skills see **BS** (below)

Batod
British Association of Teachers of the Deaf

BCA
Black Children's Achievement.

BS
Basic skills, often defined as the ability to read, write and speak in English and use mathematics at a level necessary to function and progress at work and society in general. This is a contentious issue in that some might argue that, for example, drawing is a basic skill; there is also the notion that acquisition of 'basic skills' should be related to the nature of one's work.

Baseline Assessment
An assessment of a child's skills and abilities usually made by a teacher within the first seven weeks of starting primary school. It shows teachers what children can do when starting school and helps teachers to plan lessons and measure progress. Areas covered include Language and Literacy, Maths and Personal and Social Development.

BATOD
British Association of Teachers of the Deaf.

BDA
British Dyslexia Association.

Beacon School
A government programme which ran from1998-2005; it aimed to identify high achieving schools which could disseminate good practice. See also Hub school

BECTA
British Educational Communications Technology Agency; an agency which funds and supports research in to effective use of ICT in schools.

Behavioural Objectives
See Objectives.

Behaviourism
A theory suggesting that learning occurs when an environmental stimulus triggers a response or behaviour. Based on classical conditioning theory, behaviourism applies to educational practices that reward performance behaviours to encourage repetition of those behaviours. Rote memorisation and drill-and-practice instruction are supported by behaviourist theory.
Behaviour Support Plan
A statement which sets out local arrangements for schools and other service providers for the education of children with behavioural difficulties.
BELMAS
British Educational Leadership and Administration Society.
Benchmark
Statement that provides a description of pupil knowledge expected at specific grades, ages, or developmental levels. Benchmarks often are used in conjunction with standards.
Benchmark performances
Performance examples against which other performances may be judged.
BEP
Business Education Partnership (see also EBP).
BERA
British Educational Research Association. Most acronyms ending with ERA stand for (-) Educational research Association, e.g. CamERA: Cambridge Educational Research Association).
BESD
Behavioural, emotional and social difficulties.
BEST

1) Behaviour and Education Support Team.

2) Building Excellent Schools Together (Wales).

BIP

Behaviour Improvement Programme.

BIS

Government department for Business Innovation & Skills. Formerly DIUS.

BITC

Business in the Community.

Bloom

Benjamin Bloom - Well known for his 'educational taxonomy' which focused on dividing 'cognitive skills' from 'affective skills'. See reference list.

BME

Black and Minority Ethnic.

BN

Basic Need.

Bologna Declaration

The European Higher Education Area Joint Declaration of the European Ministers of Education (convened in Bologna on 19 June 1999) was signed on behalf of 29 EU member states. It declared that by 2010, there would be European-wide student mobility and commonality between degrees.

Book Trust

An independent educational charity established to promote books and reading among readers of all ages and cultures.

Breadth

Breadth exists when a curriculum provides pupils with teaching and learning experiences across a full range of subjects and activities. It is not narrow, such as focused on basic, or core, subjects only.

Brothers and Sisters rule

A rule applied by some admissions authorities if a parent's/guardian's school of choice is over-subscribed. They will sometimes treat the application more favourably if the child concerned already has a brother or sister at the school.

Bruner(ian)

Jerome Bruner was born in New York in 1915, his seminal works include *The Process of Education* (1960), *Toward a Theory of Instruction* (1966) and *The Culture of Education* (1996). He is associated with both cognitivism and constructivism, as a reaction to behaviourism. Cognitivism stressed the importance of learner's needs and their expectations in developing cognition, as opposed the mere re-acting to stimuli which characterises behaviourism. *Toward a Theory of Instruction* was very influential in placing constructivist thought at the centre of educational theory. In constructivism, learning is seen as an active process, where learners construct their knowledge from their experiences.

BSA

Basic Skills Agency.

BSF

Building Schools for the Future.

BSP

Behaviour Support Plans.

BT

Beginning Teacher.

BTA

Bi-lingual teaching assistant.

BTEC

Business & Technician Education Council (see EdExcel). A National Qualification equivalent to two A level courses. Subjects include Nursery Nursing,

Business Studies and Art and Design. There are considerable practical elements to the courses with work placements offered.

BVFM
Best Value for Money (an Ofsted criterion when inspecting schools). See also **VFM**.

CAA
Computer Assisted Assessment.

CA
City Academy.

CAF
Common Assessment Framework.

CAL
Computer-Aided [or Assisted] Learning.

CAD
Computer Aided Design.

CAI
Computer Aided Instruction.

CASE
Campaign for the Advancement of State Education.

CASS
Curriculum Advisory and Support Service (Northern Ireland).

CAT
1) Cognitive Ability Test, produced by the National Foundation for Educational Research (NFER).
2) Capability Assessment Toolkit.
3) Computer Aided Teaching.

CATs points
Score achieved on Cognitive Ability Tests.

CATS
Credit Accumulation Transfer System (used for example by the **OU**).

Catchment Area

The area, usually in the immediate vicinity of schools, designated by some admissions authorities, which sometimes gives priority to children who live in it. It is the area from which a school traditionally draws the majority of its pupils. It does not, however, take precedence over the published admission criteria for allocating places when schools are over-subscribed.

CBEVE
Central Bureau for Educational Visits and Exchanges.
C & G
City & Guilds (see **AQA** and **CGLI)**.
CC
1) Community College.
2) Cwricwlwm Cymraeg (Welsh curriculum).
CCC
Consultative Council on the Curriculum (Scotland).
CCEA
Council for the Curriculum, Examinations and Assessment (Northern Ireland); a non-departmental public body reporting to the Department of Education in Northern Ireland.
CCs
Certificates of Competence.
CCET
Community Consortia for Education and Training (Wales)/
CCTA
City College for the Technology of the Arts
CDC
Curriculum Development Centre.
CDT
Craft, Design and Technology. This term is now redundant, and has been replaced for the most part by **DT** or **D&T**.

CEDP

Career entry and development profile. A document which must be completed by NQTs during their Probationary year. Now largely redundant.

CEG

Careers Education and Guidance.

CEO

Chief Education Officer.

CER

Community Education and Regeneration.

CERES

Centre for Education for Racial Equality in Scotland.

CET

Continuing Education and Training.

CF

Challenge Funding.

CfBT

Centre for British Teachers - an independent charitable trust which is acts as an education consultancy.

CfSA

Council for subject associations. A new (2008) body to oversee the work of individual school subject associations e.g. NSEAD.

CFE

College of Further Education.

CGLI

City and Guilds of London Institute.

Chair of governors

A governor who is elected annually to chair meetings and represent the governing body between meetings.

CHE

College of Higher Education

CHI

The Support Society for Children of Higher Intelligence.

Childminders

Childminders look after children under five and school age children after hours and in the holidays. The local authority decides how many children a childminder can care for, and childminders are able to register as part of a network to provide early education.

Child centred

Refers to the belief that education should revolve around the needs of the individual child - as opposed to discipline-based or discipline-centred education which emphasises the importance of subjects as bodies of knowledge that can be transferred to learners. It is a general term, associated with progressive teaching, and used to denote provision which is designed around sets of assumptions about the needs of the children of a particular age.

Child culture

The perceptions, values and social practices of children, for instance, developing in the playground or community which can affect friendship and social adjustment to school.

Child development

A general psychological approach which traces the interaction of physical, intellectual, social and emotional development of children and young people. Once particularly central to initial teacher education for what may seem to be obvious reasons, it has been largely excluded from courses in recent years as a result of government regulation and the wish to emphasise the teaching of subjects.

CIF

Common Inspection Framework (for post-16 Education and Training).

CILT
Centre for Information on Language Teaching. See **NCL** and **LNTO.**

CiDA
Certificate in digital applications. See also **AiDA** and **DiDA.**

CIHE
Council for Industry and Higher Education.

CIN
Children in need.

CIS
1) Children's Information Service.
2) Controlled Integrated School (N. Ireland).

Citizenship Education
A National Curriculum theme intended to establish the importance of 'positive, participative citizenship' through work on topics such as: community, democracy in action, the law, living in a plural society, work and employment.

CJE
Cambridge Journal of Education.

CLAIT
Computer Literacy and Information Technology.

Clerk of governors
The secretary to the governing body who issues agendas and compiles minutes.

CLE
Compelling Learning Experience.

CLIL
Content and Language Integrated Learning.

CLLD
Communication Language and Literacy Development.

CLPE
Centre for Language in Primary Education.
CLS
Curriculum and Learning Support (usually a
department in a school).
CMT
College Management Team - Senior Management
within a college (see **SMT**).
CoA
Certificate of Achievement (awarded by the
examination boards MEG/OCR).
Collective Worship
Formerly a statutory (but widely ignored) requirement
in all maintained schools. Parents have a right to
withdraw their children.
Coaching
An instructional method in which a teacher supports
pupils as they perfect old skills and acquire new skills.
COBISEC
Council of British Independent Schools in the
European Community.
Cognition/Cognitive
The psycho-biological process of thinking and
processing information which is involved in all learning
by individuals. Often contrasted with affect/affective.
Cognitive science
A science investigating how people learn rather than
what they learn. Prior knowledge and out-of-classroom
experience help form the foundation on which
teachers build effective instruction. Also referred to as
the study of the mind.
Cognitive (skills)

Cognitive skill usually refers to the application of learning based on knowledge of facts together with understanding of underlying principles.

Cognitively guided instruction

An instructional strategy in which a teacher assesses what pupils already know about a subject and then builds on pupils' prior knowledge. Guided questions, encouragement and suggestions encourage pupils to devise solutions to problems and these are then shared with the class.

COIC

Careers and Occupational Information Centre.

Collaborative learning [or **Cooperative learning]**

An instructional approach in which pupils of varying abilities and interests work together in small groups to solve a problem, complete a project, or achieve a common goal. Some see a subtle distinction between the two, with collaborative learning being more 'empowering', i.e. the authority for how the learning evolves remains with the learners, whereas in cooperative learning, there is always an authority figure (the teacher) directing the learning situation. See also learning.

Community school

State schools in England and Wales which are wholly owned and maintained by the local education authority. The local education authority is the admissions authority - it has the main responsibility for deciding arrangements for admitting pupils.

Comprehensive school

This refers to a state secondary school which admits pupils of all abilities, and therefore without any selection procedure. In England most (nearly 90%) of

all pupils attend a comprehensive school; they were introduced into England during the late 1960s.

Concept

Usually refers to an idea; more specifically a concept is ordered information about the properties of things, events, processes, that enables any particular thing to be differentiated from, and also related to, other things (or classes of things). Concepts can be thought of as generalisations used to categorise things and events in order to think about them more effectively.

Constructionism

This is a theory that suggesting that pupils learn by constructing their own knowledge, especially through hands-on exploration. It emphasises that the context in which an idea is presented, as well as pupil attitude and behaviour, affects learning. Pupils learn by incorporating new information into what they already know. It builds upon principles derived from constructivism.

Constructivism

Constructivism is often divided into two aspects: Social Constructivism (based on the work of, e.g., Vygotsky) and Cognitive Constructivism (based on the work of, e.g., Piaget). Constructivism revolves around the notion that learners construct new knowledge based on their existing knowledge; constructionism builds on this idea by maintaining that this process happens most effectively when the learner is in the process of constructing something.

Continuity

Continuity is the linkage which should exist when new subject matter or experiences are introduced into a

programme of teaching and learning. Continuity helps pupils to 'make sense' and build their understanding.

Controlled Schools

Schools in Northern Ireland which come under the control of Education and Library Boards.

Cooperative learning

See Collaborative learning.

Co-opted governor

A governor of a county or controlled school who are added to the governing body by other governors for a particular reason, such as having relevant expertise, representing an underrepresented part of the community, etc.

CoP

Code of Practice

Coping strategies

The patterned ways in which teachers and pupils act in classrooms and schools to protect their personal interests and perspectives.

Core curriculum

The National Curriculum subjects that children in England and Wales were expected to study throughout their period of compulsory schooling (as laid down by the ERA) – these subject were English, Mathematics, Science and Information Technology.

County Schools

State schools in England and Wales which are wholly owned and maintained by local education authorities.

CPAG

Child Poverty Action Group.

CPC

Child Protection Committee.

CPD

Continuing Professional Development. The term is often used to describe qualifications such as MEd, taken after Initial Teacher Training such as PGCE. Also Classroom Practitioner Development.

CPI

Child Protection Issue.

CPS

Common Pay Spine. See MPG.

CRAC

Careers Research and Advisory Centre.

CRaM

Creative Arts and Media - one of the 'new' Diplomas.

CRB

Criminal Records Bureau. See **DBS** - All adults who have contact with young people (such as teachers) must be checked.

CRE

Commission for Racial Equality.

Creativity

The element of innovation or divergence which a learner is able to apply in a meaningful way to a learning challenge; the process of producing something that is both original and worthwhile.

Criterion-referenced assessment

An assessment that measures what a pupil understands, knows, or can accomplish in relation to specific performance objectives. It is used to identify a pupil's specific strengths and weaknesses in relation to skills defined as the goals of the instruction, but it does not compare pupils to other pupils. (Compare to **Norm-referenced** and **ipsative** assessment)

Critical Pedagogy

Critical pedagogy usually refers to educational theories and related teaching and learning practices

that are designed to raise learners' critical consciousness regarding what can be seen as oppressive social conditions. Paulo Freire is regarded by many as one of the most influential critical educators; Freire heavily endorses students' ability to think critically about their education situation. See Torres (1998).

Critical thinking
Logical thinking that draws conclusions from facts and evidence.

CSA
Children's Services Authority.

CSCI
The Commission for Social Care Inspection.

CSE
Certificate of Secondary Education. A public examination that was introduced in the mid 1960's as a less academic alternative to O level; it was abandoned with the advent of GCSE.

CSI
Class Size Initiative.

CSIE
Centre for Studies on Inclusive Education.

Cross-curricular issues
Issues and concerns which are of great importance and about which teaching and learning may occur in many different subjects. A cross-curricular issue concerning the holistic development of the child beyond the curriculum and with particular reference to self-perception, interrelationships with others and work on sex education, drug, family life, safety, health-related exercise, nutrition and personal hygiene.

CSP
1) Children's Service plan.

2) Co-ordinated support plan (Scotland). If a child has particularly complex needs, a co-ordinated support plan might be required to organise the support they receive. It is a legal document which details the support a child needs and how this will be organised.

CSR

Continuous Student Record.

CST

Curriculum Support Teachers.

CSYC

Certificate of Sixth Year Studies (Scotland).

CTC

City Technical College; an independent all ability non-fee-paying school for students aged 11-18. CTCs teach the national curriculum to pre-16-year-olds with a focus on Science, Mathematics and Technology.

CTF

Common Transfer File. Information sent from one school to another, using the s2s system.

CUREE

Centre for Use of Research and Evidence in Education.

Curricular Coherence

Coherence exists when the taught elements of a curriculum relate together in a logical and meaningful way.

Curricular Integration

Integration exists when a curriculum is constructed from the exploration of overlaps and juxtaposition of discrete subjects.

Curricular Knowledge

Knowledge, in curricular terms, is a selection of factual information which it is deemed to be appropriate for

children to learn. In the National Curriculum this is reflected in its 'subjects'.

Curriculum (plural curricula)

A plan of instruction that details what pupils are to know, how they are to learn it, what the teacher's role is, and the context in which learning and teaching will take place. See National Curriculum.

Curriculum audit

A type of stock-taking procedure in which a school documents and reflectively analyses its whole curriculum provision.

Curriculum content

That which is to be taught; the source of much debate. In addition to the traditional 'subjects' that often make up school curricula, additional areas that have been hotly debated include sex education and Personal, Social and Health Education (**PSHE**).

Curriculum development

A development process, often focused on a particular subject area, on which a staff team work to improve curriculum provision.

CWDC

Children's Workforce Development Council.

CY

A government abbreviation for community school maintained by the local education authority.

CYPP

Children and Young People's Plan.

CYPSP

Children and Young People Strategic Partnership.

CYPU

Children and Young People's Unit.

CYS

Community special school, maintained by the LEA, which is specially organised to make special educational provision for pupils with special educational needs.

DAMP

DAMP syndrome refers to Dyspraxia, Autism, Motor Control and Perception.

D&T

Design and Technology.

Data-driven decision making

A process of making decisions about curriculum and instruction based on the analysis of classroom data and standardized test data. It is based on the assumption that scientific methods used to solve complex problems in industry can effectively evaluate educational policy, programs, and methods.

Day Nurseries

These take children under five for the whole working day. Children can attend on a part-time or full-time basis according to their parents' needs. They may be run by local authorities, voluntary organisations, private companies, individuals or employers. There must be at least one adult for every eight children and at least half of the staff must have a qualification recognised by the local authority.

DBAE

Discipline Based Art Education: a curriculum model based on four 'disciplines' of Art History, Art Criticism, Aesthetics and Studio Practice.

DBS

Disclosure and Barring Service. This service is intended to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces

the Criminal Records Bureau (**CRB**) and Independent Safeguarding Authority (**ISA**).

DCD

Developmental Co-ordination Disorder.

DCELLS

Department for Children, Education, Lifelong Learning and Skills (Wales).

DCMS

Department of Culture Media & Sport.

DCS

Director of Children's Services.

DCSF

Department for Children, Schools and Families (see **DFEE, DES, DFES, DOE, MOE**) set up in June 2007, alongside **DIUS**, changed to **DfE** in 2010. This particular abbreviation has the distinction of being singularly unmemorable; the most common mnemonic being 'Department of Curtains and Soft Furnishings'.

DDA

Disability Discrimination Act (1995).

Dearing report

A government report formally known as the Reports of the National Committee of Inquiry into Higher Education. It is a series of reports into the future of Higher Education in the United Kingdom, published in 1997.

Declarative Knowledge

Declarative knowledge, also known as descriptive knowledge, refers to knowing that or what, rather than knowing how. See Procedural knowledge.

DEEP

Digitally Enhanced Evaluation and Planning.

DENI

Department of Education for Northern Ireland; Northern Ireland equivalent of DSCF.

DEPIS

Drug Education Prevention and Information Service (within DoH now DH - Department of Health).

Deputy headteacher

A teacher who has been specifically appointed to deputise for the headteacher and who is likely to have been delegated a range of important management functions by the headteacher, as well as maintaining responsibility for a class of children. A similar position to that of Vice Principal and Assistant Head.

DES

Department of education and science. See **DfES**.

Designated Teachers

Advocates who liaise with other services on behalf of young people in care.

DeSoCo

Definition and selection of competencies (**PISA** and **OECD**).

Developmental assessment

As distinguished from developmental referencing (see below); this refers to the assessment of children under age 3 with regard to various aspects of the child's functioning, including areas such as adaptive skills, cognition, communication, behaviour, social interaction, and motor abilities.

Developmental referencing

- see **Ipsative referencing**

DfE

Department for education. Replaced the **DCSF** in 2010.

DfEE

Department for Education and Employment. It changed to **DfES** in 2001. See also **DCSF.**

DfES

The Department for Education and Skills. (This ever changing acronym for government departments dealing with education evolved into two in 2007: **DCSF** and **DIUS** and to **DfE** in 2010).

DFID

Department for International Development.

DiDA

Diploma in digital applications. See also CiDA and AiDA.

Differentiation

Differentiation is the provision of a range of curricular tasks or activities which are matched appropriately with the previous attainments of pupils.

DipAD

Diploma in Art & Design (designated as equivalent to an honours degree and abolished in 1973).

Directed time

Time when a teacher must be available to carry out duties, under the direction of the head. A full-time teacher's directed time is usually reckoned to be 1,265 hours in any school year.

Disapplied pupils

This applies to a small number of pupils who are not able to take part in some
or all of the assessments, required as part of the National Curriculum. Usually this only happens if all or part of the National Curriculum is not suitable for a pupil because he or she has certain special educational needs.

Disapplication

A term used where National Curriculum requirements may not apply to a pupil.

Discipline

1) A constraint on behaviour, imposed by self or others, which is essential in a school environment because it enables teachers and pupils to concentrate on learning.

2) A subject area or field of study. See for example under **DBAE**.

Distance learning

This usually refers to a situation where learning occurs remotely from the teaching, for example when using technology such as two-way, interactive television; teacher and student(s) in different locations may communicate with one another as in a normal classroom setting.

DIUS

Department for Innovation, Universities and Skills. In order to keep the Government's production of abbreviations in line with the burgeoning economy, the Department for Business, Innovation and Skills (**BIS**) and the Department of Energy and Climate Change (**DECC**) merged to form the Department for Business, Energy and Industrial Strategy (**BEIS**).**DLOs**

Desirable Learning Outcomes.

DOL

Director of learning.

DOSP

Director Of Student Progress.

DRBs

Designated Recommending Bodies. Those Institutions, such as Universities, which are designated by the **TTA** as having the power to recommend the award of **QTS**. See also **RB**.

DRC
Disability Rights Commission.
DSL
Designated Safeguarding Lead
DT [sometimes **D&T**]
Design and technology.
DTLS
Diploma in Teaching in the Lifelong Learning Sector.
Dyscalculia
A specific learning disability in mathematics. Young people with dyscalculia often have difficulty understanding number-related concepts or using symbols or functions needed for success in mathematics.
Dyslexia
A common learning difficulty characterised by, for example, reading and writing very slowly; confusing the order of letters in words; difficulty with information that's written down; struggling with planning and organisation.
Dyspraxia
A form of developmental coordination disorder (**DCD**). It is a common disorder affecting fine and/or gross motor coordination in children and adults.
E2L
English as a Second Language. (Also **ESL**; compare with **ESOL** and **EAL**).
EA
Education Authority (Scotland).
EAs
External assessors. More particularly, assessors of the quality of provision given on EBR by ITT providers.
EAB
Education Assets Board.

EAF
Education Action Forum.
EAL
English as an Additional Language -this term refers to learners whose first language is not English. The learner may already be fluent in several other languages or dialects, which is why the term English as a second language (ESL or E2L) is usually considered inappropriate. See also **ESOL**.
EAZ
Education Action Zone; occasionally Education Achievement Zone. Education Action Zones consist of 15-25 schools which aim to create new partnerships, raise standards and generate innovation within education. These groups of schools receive extra money each year for up to five years.
EBR
Employment based route (for entry into teacher training).
EBD
Emotional and Behavioural Difficulties.
EBEY
Early years employment based **RTP** programme.
EBIT
Employment-Based Initial Teacher Training.
EBN
Exceptional Basic Need.
EBP
Education Business Partnership (Company which organises links between schools and wider community).
EBSD
Emotional Behavioural and Social Difficulties.
EC

Excellence Cluster.
ECC
Every Child Counts.
ECM
Every Child Matters.
ECaR
Every Child a Reader.
ECaT
Every Child a Talker.
ECaW
Every Child a Writer.
ECTS
European Credit Transfer Scheme (see Bologna Declaration).
ECYPPC
Education of Children and Young People in Public Care.
EdD
Doctor of Education.
EdExcel
A Unitary Exam body formed by the amalgamation of London Exams and BTEC.
EDI
Electronic Data Interchange.
EDP
Education Development Plan.
EDSI
Education Departments' Superhighways Initiative.
EDT
Education Development Target.
Edubase
The register of all educational establishments in England and Wales, maintained by the **DfE**.
Education Act(s)

There are several education acts which have had a profound and continuing impact upon schooling and education in the UK. Of particular significance are the 1944 act and the **ERA**.

EEC

Early Excellence Centre.

EFL

English as a Foreign Language - Courses in English for those whose first language is not English.

EFS

Education Formula Spending.

EFSG

Education Finance Strategy Group.

EiC

Excellence in Cities. Another government initiative, launched in March 1999 with the aim to raise standards in specific city areas through 'targeted intervention and investment', focusing mainly on secondary schools. The main programs involved are: extending opportunities for Gifted and Talented pupils, expansion of the number of specialist and beacon schools, establishing City Learning Centres, introducing new smaller **EAZ**s, providing access to Learning Mentors, and establishing Learning Support Units to tackle disruption.

EIP

Early Intervention Programme.

ELB

Education and Library Board (N. Ireland).

eLCs

Electronic Learning Credits - for the purchase of Digital learning products.

Eleven plus

The name derives from the age group of the pupils: 10-11. The 'Eleven Plus' (occasionally referred to as the 'Transfer Test') was an examination given to pupils in their last year of primary education in the United Kingdom. It was based on the erroneous notion of fixed intelligence. The exam was once used throughout the UK, but is now used only in a small number of areas (e.g. Kent) in England although it has been used more widely in Northern Ireland. Normally, those who attained a certain score went to a Grammar school while those who didn't went to a Secondary Modern School. Girls were required to attain a higher score than boys as it was felt that they matured earlier. See **Grammar School** and **Secondary Modern School**.

ELG
Early Learning Goal.

ELO
Education Liaison Officer.

ELS
Early Literacy Support.

ELWa
Education and Learning Wales (National Council for Education and Training for Wales).

EMA
1) Education Maintenance Allowance.
2) Ethnic Minority Achievement (Officer/tutor etc).

EMAP
Ethnic Minority Achievement Programme.

EMAS
Ethnic Minority Achievement Service.

EMIE
Education Management Information Exchange.

EMRO

Ethnic Minority Recruitment Officer.
EMTAG
Ethnic Minority and Travellers Achievement Grant.
EMU
Education for Mutual Understanding (N. Ireland).
ENGAGE
The National Association for Gallery Education.
Entitlement
The principle that all citizens have a right to certain forms of provision, for instance, of parents and pupils to good schools and high quality teaching, and of teachers to adequate resources and sound education policies.
Entry assessment
Assessment procedures that can be used when children enter school for diagnostic purposes and to provide a base-line for later calculation of progress made and 'added value'.
Environmental education
A National Curriculum theme intended to promote 'positive and responsible attitudes towards the environment'. It aims to increase knowledge and understanding of processes of environmental change.
Envoying
A classroom strategy based on small group discussion. 'Envoys' from each small group report the discussion from their original group to another group, have further discussion with that group and report back.
EO
1) Equal Opportunities.
2) Education Officer.
EOC
Equal Opportunities Commission.

EOTAS
Education Other Than At School.
EP
Educational Psychologist.
EPAS
Educational Performance Analysis Software.
EPD
Early Professional Development.
EPPI Centre
Evidence for Policy and Practice Information and Co-ordinating Centre.
EPS
Education Psychology Service.
EPQ
Extended Project Qualification. It is a qualification equivalent to half an A level.
Equality of opportunity
The principle that all people, irrespective for instance of ethnicity, gender, disability or social class, should have equal access to opportunities - including educational opportunities. Equality of opportunity is an ideal and a commitment, but it has been undermined by the spread of poverty and by some education policies in England and Wales in recent years.
ERA
The Education Reform Act of 1988. This Act paved the way for the National Curriculum in England and Wales and a system of inspection under the auspices of **OfSTED**.
ERASMUS
European Action Scheme for the Mobility of University Students.
ERIC
Educational Resources Information Centre.

ERO

Education Reform (NI) Order 1989 (N. Ireland).

ESCGA

Ethnicity, Social Class, Gender and Achievement.

ESF

European Social Fund - a funding body for research.

ESFA

Education and Skills Funding Agency - a single funding agency accountable for funding education and training for children, young people and adults.

ESIS

Education and School Improvement Service.

ESL

English as a second language. (Also **E2L**)

ESO

Education Supervision Order.

ESOL

English for Speakers of Other Languages; a term usually used in post-16 provision.

ESP

Education Strategic Plan (Wales).

ESPP

Early Support Pilot Programme.

ESS

Education Standard Spending.

ESRC

Economic and Social Research Council.

Estyn

Her Majesty's Inspectorate for Education and Training in Wales.

ESVI

Education Services for the Visually Impaired

ESW

Educational Social Worker.

ETC
Ethics Theology and Citizenship.
ETDA
Education and Training Development Agenda.
ETI
Education and Training Inspectorate (N. Ireland).
ETS
Excellent Teacher Scheme.
EUI
European University Institute.
Evaluation
Judging the value of something. It refers to the process through which evidence is secured and judged with respect to its educational value. See Assessment.
EVI
Even Better If (cf WWW).
EWO
Education Welfare Officer. They are sometimes known as Education Social Workers and are employed by local education authorities to monitor school attendance and help parents meet their responsibilities.
EWS/ESWS
Education Welfare Service/Education Social Work Service.
Examination
Examination refers to a formal process whereby a pupil's achievement over specified period of time in a particular place is measured against stated criteria. See **Assessment**.
Exclusion
The suspension or expulsion of a pupil from school.This may be either temporary or permanent

and is usually initiated by the headteacher, often on disciplinary grounds.

Exhibition of mastery

A type of assessment in which pupils display their grasp of knowledge and skills using methods such as video presentations, posters, oral presentations, or portfolios.

Expressive Objectives

See Objectives.

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.

Extra-curricular activities

Activities which take place, often run by teachers, outside the time which is officially allocated for classroom work.

EY

Early Years.

EYDCP

Early Years Development and Childcare Partnership.

EYDP

Early Years Development Plan.

EYFS

Early Years Foundation Stage.

EYSP

The Early Years Foundation Stage Profile. A statutory assessment for children at the end of the Foundation Stage and is a way of summing up each child's development and learning at the end of the Reception year.

EYU

Early Years Unit.

F & HE

Further and Higher Education.

FAETC

Further Adult Education Teaching Certificate.

Failing school

A school that has been deemed unsatisfactory following an Ofsted inspection. See Special Measures.

FAS

Funding Agency for School; a national body set up in 1993 to disburse funds to Grant Maintained Schools.

FCBG

Federation of Children's Book Groups; a national, voluntary organisation which aims to promote enjoyment and interest in children's books and reading.

FD

Foundation school.

FDS

Foundation special school, maintained by the LEA, which is specially organised to make special educational provision for pupils with special educational needs.

FE

Further Education (e.g. Sixth Form College).

Feeder Schools

Schools which 'feed' into the next phase of education. Some admission authorities give priority to children from certain primary schools to feed into specific secondary schools.

FEFC

Further Education Funding Council.

FECDF

Further Education Competitiveness and Development Fund.

FECF
Further Education Collaboration Fund.
FEFCW
Further Education Funding Council for Wales.
FEDA
Further Education Development Agency.
FENTO
Further Education National Training Organisation.
FERL
Further Education Resources for Learning. An information service for all staff working within the Post-Compulsory Education sector. It aims to support individuals and organisations in making effective use of Information Learning Technologies.
FESI
Further Education Sector Institution (sixth form college, FE college, tertiary college).
FFT
Fischer Family Trust. A project set up by an organisation to help **LEA**s and Schools to make more effective use of Performance Data, providing analyses to support self-evaluation, assessment and target setting.
FHEQ
Framework for Higher Education Qualifications.
First school
A school for children aged 5 - 8, or 5 - 9 in which appropriate parts of the Key Stage 1 and Key Stage 2 National Curriculum are taught and assessed. It may include a reception class (children aged 4-5, Foundation Stage).
Fitness for purpose
The approach advocated in a 1992 report on Classroom Practice and Classroom Organisation in

Primary Schools, by Alexander, Rose and Woodhead, which steps aside from the polarised debates about approaches to teaching which have beset primary education. It argues that all approaches have strengths and weaknesses and that teachers should adopt whatever is likely to be most suitable for their particular educational purpose; there are no easy, 'right' answers

Flexi-schooling
Flexible school attendance. Since 2007, legislation in England has allowed for children to be educated partly at home; in practice this might mean a child attending school for four days per week and being home-schooled for one day per week.

Formative assessment
Continuous assessment, often in diverse, non-standardised forms, made for the purpose of informing on-going teaching.

Foundation governor
A governor who has been appointed, and can be removed, by the church or other organisation which provides the school.

Foundation Schools
Type of state school which is run by the local authority but which has more freedom than community schools to manage their school and decide on their own admissions. They are maintained by the LEA but some may have a foundation (generally religious) which appoints some of the governing body (which acts as the admissions authority).

Foundation Stage
A Key Stage; it is organised into six areas of learning rather than into subjects.

FQ-EHEA

Framework for Qualifications of the European Higher Education Area.

Framework

The Framework for the Inspection of Schools, which gives Registered Inspectors detailed guidance on inspection.

Free School

Free Schools are state-funded schools set up in response to what some local people say they want for children in their community. The first 'Free School' opened in September 2011.

FS

Foundation Stage; see above.

FSM

Free School Meals.

FSMQ

Free Standing Mathematics Qualification.

FSP

Foundation Stage Profile.

FSW

Family Social Worker

FTE

Full-Time Equivalent; Fixed Term Exclusion.

FTET

Full-Time Education and Training.

GAL

Guardian Ad Litem. An adult who is legally responsible (for a young person).

G&T

Gifted & Talented.

GMIS

Grant Maintained Integrated Status (N. Ireland).

GCE

General Certificate of Education. Currently refers to A (Advanced) Level; O Level (Ordinary) was replaced by the **GCSE** in the UK in 1988.

GCSE

General Certificate of Secondary Education. O levels and CSEs were replaced in1988 with GCSEs. O-level (Ordinary level) qualifications were designed for allegedly more able secondary school pupils and were seen as being necessary for progression into A-level and beyond. The Certificate of Secondary Education (**CSE)** qualification was intended for pupils of all abilities in mainstream secondary education, though they were not taken by the most academic pupils who would have taken only O levels. There was an overlap between these two types of certificate in that a CSE grade 1 result was regarded as equivalent to an O level. The GCSE examination was designed for pupils of all abilities; GCSE grades A-C are seen by most schools and employers as O level (or CSE grade 1) equivalents and GCSE grades D and below represent to many what would have previously been CSE grade 2 and below.

GCSE Bitesize

A BBC revision guide that uses TV, books and the Internet to help children prepare for GCSE exams.

GEST

Grants for Education, Support and Training.

GF

General Fund (of a Local Education Authority).

GM

In the context of education, GM stands for Grant Maintained and refers to schools that are maintained by central government rather than the LEA.

GMSAC

Grant Maintained Schools Advisory Committee.
GMSF
Grant Maintained Schools Foundation.
GNVQ
General National Vocational Qualification Vocational qualifications taken mainly by pupils age 16 and in full-time education. After October 2007 it was replaced by alternative BTEC qualifications.
Governing body
The group of parents, LEA, community representatives and teachers set up under the terms of School's Articles of Government to direct school policy and oversee school management (see Education Act, 1986).
Governor
A school or college governor is a voluntary position that involves overseeing the running of the institution. Duties include playing a part in appointing staff (including the headteacher); setting the strategic direction, policies and objectives; approving the budget and reviewing progress against the budget and objectives.
Governors' sub-committees
Groups of governors who meet between meetings of the full governing body to work on particular aspects of a school's affairs, such as staffing, curriculum, finance, sites and buildings. They report back to the governing body.
Grading
Grading is the assignment of a symbol to a person's performance, often a letter (ABCDE) is used to indicate some level of performance, relative to some criteria. See Assessment.
Grammar Schools

A type of selective school associated with the tripartite system established by the 1944 Education Act. Most schools since 1976 in the UK are comprehensive schools, which are non-selective. However there are still about 160 grammar schools throughout England. These schools usually select pupils on the basis of their performance on a one-off test. It should be noted that there are some comprehensive schools which retain the name 'Grammar' in their title.

Grant Maintained Schools

State schools in England and Wales which are funded by central government through the Funding Agency for Schools.

GSVQ

General Scottish Vocational Qualification.

Graphing calculator

A calculator with a large display that enables the user to see maths functions and data graphically.

Grouping

A generic term which covers all of the different ways in which teaching groups are organised. See jigsaw, setting, streaming, rainbow. See also ability grouping.

GRICS

Grant Reduction of Infant Class Sizes (Wales).

Group work

A form of classroom organisation in which individual pupils work in a group on tasks or activities which are similar.

Cooperative group work

A form of classroom organisation in which individual pupils work in a group and contribute to a shared task or activity which has been set for the group as a whole.

GRTP

Graduate and Registered Teacher Programme.
GSB
General Schools Budget.
GSVQ
General Scottish Vocational Qualification.
GRT
Gypsy/Roma Traveller.
GRTAP
Gypsy, Roma Traveller Achievement Programme.
GTC
See **GTCE** (below).
GTCE
General Teaching Council for England - a professional body for school teachers. Membership is compulsory.
GTCNI
General Teaching Council for Northern Ireland.
GTCS
General Teaching Council for Scotland.
GTCW
General Teaching Council for Wales.
GTP
Graduate Training Programme. A scheme launched in 1998 to attract more entrants to the teaching profession by providing a route into teaching while working within a designated school. See also **RTP** - '**GRTP**' usually refers to Graduate and Registered Teacher Programme.
GTTR
Graduate Teacher Training Registry. A central agency for processing applications for most postgraduate (Post Graduate Certificate Education) initial teacher training courses.
H&S
Health and Safety.

HAD
Hyperactivity Disorder.
HAP
Higher attaining pupil; an abbreviation used by Ofsted.
See also **AAP** and **LAP**.
HAZ
Health Action Zone.
HE
Higher Education (University, Art College etc.).
HEI
Higher Education Institution.
HEA
Health Education Authority.
HEADLAMP
Head Teachers Leadership and Management
Programme.
Headteachers
The senior teacher and leader of school staff who is
responsible for the implementation of National
Curriculum and assessment requirements, school
policies as set by governors, school staff, external
liaison and effective use of financial and other
resources.
Headteacher governor
A headteacher has a right to attend all meetings of the
governing body and is a governor unless he or she
opts not to be.
Healthy Schools Initiative
Government scheme to help improve the health of
both pupils and teachers. The initiative includes a
Wired for Health website, a Healthy Teacher focus to
address occupational health issues for staff and cooks'
academies in schools to improve knowledge about
nutrition.

HEFCE

Higher Education Funding Council for England - administers funding for UK higher education.

HEFCNI

Higher Education Funding Council for Northern Ireland.

HEFCS

Higher Education Funding Council for Scotland.

HEFCW

Higher Education Funding Council for Wales.

HEIs

Institutions of Higher Education - Colleges and universities offering degrees, many of which also provide courses for initial teacher training in partnership with schools and courses to support the Continuing Professional Development of Teachers.

HERD

Higher Education Regional Development Fund.

HERO

Higher Education Reach Out Fund.

HESA

Higher Education Statistics Agency.

Heuristic learning

Learning through discovery, often without the aid of a teacher.

HG

Higher Grade (Scotland - 'Highers').

HGfL

'GfL' stands for 'grid for learning'; another letter at the beginning, such as, in this case, 'H', usually indicates an Authority such as Hillingdon of Hertfordshire. See **NGfL**.

HI

Hearing Impaired.

Hidden curriculum
A conception of all the things that are learned at school beyond the overt curriculum of subjects, for instance about values, interpersonal relationships and behaviour in the classroom and in the school as a whole and in respect of issues such as gender, social class, ethnicity and ability.

Higher-order questions
Questions that require thinking and reflection rather than single-solution responses.

Higher-order thinking skills
Understanding complex concepts and applying sometimes conflicting information to solve a problem, which may have more than one correct answer.

HKD
Hyperkinetic disorder.

HLC
Hearing and Language Centre (often within a school).

HLTA
Higher level teaching assistant. A relatively recent designation, introduced to afford higher status to more experienced **TA**s.

HMCI
Her Majesty's Chief Inspector of Schools.

HMI
Her Majesty's Inspector (of Schools). The offices of HMCI and HMI go back to the mid-19th century but were re-established 1993, under the Education (Schools) Act 1992. See **Ofsted**. inspectors produce education reports which are meant to improve standards of achievement and quality of education, provide public reporting and informed independent advice.

HMIe

Her Majesty's Inspectorate of Education, the Inspection body for Scottish education.

HNC

Higher National Certificate.

HND

Higher National Diploma - a two-year course that equates to two years of a degree course. HNDs are offered in many subject areas, mostly with a practical application; they may also have an industrial or commercial placement as part of the course.

HoD

Head of Department.

Home schooling

One does not need to be a qualified teacher to educate a child at home, nor is the child obliged to follow the National Curriculum or take national tests. Parents are required by law to ensure that their children receive full-time education suitable to their age, ability and aptitude.

Home-school agreements

All state schools are required to have written home-school agreements, drawn up in consultation with parents. They are non-binding statements explaining the school's aims and values, the responsibilities of both school and parents, and what the school expects of its pupils. Parents are invited to sign a parental declaration, indicating that they understand and accept the contents of the agreement.

HPSP

Health Promoting School Project.

HPSS

High Performing Specialist School.

HRD

Human Resources Development.

HRM
Human Resources Management.
HSA
Home School Agreement – see above
HTP
Headship Training Plan.
Hub School
A school which acts as a 'hub' to disseminate good practice to other schools in a defined partnership role, for example as part of an initial teacher training consortium.
IAL
Indicated Admissions Limit.
IAP
Individual Action Plan. See **IEP**.
IBP
Individual Behaviour Plan.
ICAA
International Curriculum and Assessment Agency (a limited company specialising in educational consultancy).
ICG
Institute of Careers Guidance.
ICSP
Infant Class Size Plan.
ICT
Information and Communications Technology.
IDeA
Improvement and Development Agency.
IDP
Inclusion and Development Programme.
IEA
Independent External Adjudicator.
IEP

Individual Education Plan/Programme. Programmes which are drawn up by the class teacher and/or special needs co-ordinator within a school to provide individual support for children deemed to have needs over and above that of other children in the class. This could be either due to learning difficulties or because they are considered to be exceptionally bright or gifted children.

IFP
Increased Flexibility Programme.

ILA
Individual Learning Accounts.

ILT
1) Information and Learning Technology (**FE**).
2) Institute for Learning and Teaching in Higher Education. Set up in the spring of 1999 to become a professional body for university lecturers.

INCA
International Review of Curriculum and Assessment Frameworks.

IND
The official acronym for a registered independent school.

Independent Schools
These are schools which are not funded by the state and obtain most of their finances from fees paid by parents and income from investments. Some of the larger independent schools are known as public schools, while most boarding schools are independent.

IND(SS)
Independent school approved under the Education Act 1996 to take pupils who have statements of special educational needs.

Induction
A period, normally a year, which is probationary and is normally required of newly qualified teachers in order to gain full QTS. See Probationary period.

Infant school
A school for children aged 5 - 7 in which Key Stage 1 of the National Curriculum is taught and assessed. It may include a reception class (children aged 4-5, Foundation Stage).

In loco parentis
A legal term which literally means in the place of a parent. It means that a teacher/school must show the same duty of care towards a pupil as would a reasonable parent.

INSET
In Service Training.

Inspection Report
The detailed findings of a school inspection.

Inspection contractor
Contracts for batches of school inspections are bid for competitively by inspection contractors. These may be private companies or LEA divisions. Inspection contractors are responsible for recruiting registered and team inspectors to undertake each school inspection.

Instrument of Government
A legal document which sets out the constitution of the governing body.

Intelligence
The capability to know, do and understand. Once thought of as being a general capability largely deriving from genetic inheritance, modern thinking suggests the existence of multiple forms of intelligence

and of significant social influences on its development. See **IQ**.

Investing in Young People Scheme
A government initiative to help young people make the best of their abilities and to ensure that they all have access to education in schools, colleges or work-based training after the age of 16.

IPRN
Initial teacher training Professional Resource Network.

IPS
Independent Parental Supporter.

Ipsative referencing
Sometime referred to as developmental referencing, this is a mode of assessment where learners' performances are compared with their own earlier performance, with a view to determining whether any improvement has been made, or any 'added value' brought about. What is measured is an individual's own performance - not the performance of other people.

IRSC
Investigation and Referral Support Co-ordinators.

IRT
Identification, Referral and Tracking.

IRU
Implementation Review Unit.

IS
Integrated Community Schools (Scotland).

ISA
1) Information sharing and assessment
2) Independent Schools Association
3) Independent Safeguarding Authority (see **DBS**).

ISB

Individual Schools Budget.
ISC
Independent Schools Council.
ISCED
International Standard Classification of Education which was initially designed by UNESCO in the early 1970s to serve as an instrument suitable for assembling, compiling and presenting statistics of education both within countries and internationally.
ISCG
Information for School and College Governors.
ISI
Independent Schools Inspectorate.
ISIS
Independent Schools Information Service.
ISR
Individual School Range (referring to salaries).
IT
Information Technology (see **ICT**).
ITE
Initial Teacher Education. The preferred term (outside of government agencies) to refer to the process whereby a pupil gains qualified teacher status (QTS).
ITET
Initial Teacher Education and Training.
ITP
Initial Teacher Preparation.
ITT
Initial teacher training - most people need to take an ITT course in order to gain qualified teacher status (**QTS**). See **ITE** and **ITET**, above.
ITTD
Initial Teacher Training Directorate.
ITT provider

A provider of initial teacher training - e.g. college or university, and sometimes a consortium of schools, known as **SCITT** (School-Centred Initial Teacher Training). See also **GTP**.

IWB
Interactive whiteboard.

JANET
Joint Academic Network (web-based).

JAR
Joint Area Review.

JCQ
Joint Council for Qualifications. An official (UK) body that oversees national qualifications.

Junior school
A school for children aged 7 - 11 in which Key Stage 2 of the National Curriculum is taught and assessed.

JV
Joint Venture.

KCSIE
Keeping Children Safe In Education

Key Skills
Can be distinguished from basic skills by reference to The Dearing Report (NCIHE, 1997). This refers to four skills: communication skills, numeracy, the use of information technology and learning how to learn.

KIT
Keeping in Touch (with teaching).

KPI
Key Performance Indicator

KS/Key Stages
A child's progress through school in England and Wales is measured in Key Stages. Each Key Stage covers a number of school years. Starting at Key Stage 1 and finishing at Key Stage 4. The National

Curriculum is divided into four key stages according to pupils' ages:

Key Stage 1 for 5-7 year olds

Key Stage 2 for 7-11

Key Stage 3 for years 11-14

Key Stage 4 for 14-16

Some schools use the term 'Key Stage 5' to refer to post-16 provision, but this is not an accurate use of the term, which, from a statutory point of view refers only to the period of compulsory education.

KSM

Key Stage Manager.

L1 etc

Leadership (Pay) Scale or Spine, Point 1, etc.

LAC

Looked After Children.

LAP

Lower attaining pupil; an abbreviation used by **Ofsted**. See also **AAP** and **HAP**.

LAT

Learner Achievement Tracker.

LDD

Learning Difficulties and Disabilities.

LDSS

Learning, Development and Support Services (part of **CWDC**).

LEA

Local Education Authority. The term 'local education authority' describes a type of council which has responsibility for providing education to pupils of school age in its area. Their overall education remit also includes early years, the youth service and adult education. LEAs are responsible for contributing to the spiritual, moral, mental and physical development

of the community by ensuring that efficient primary and secondary education is provided and ensuring that there are enough primary and secondary places with adequate facilities to meet the needs of pupils living in the area.

LEA Advisers

LEA educationalists providing professional support to teachers and governors for 'school improvement'.

LEA Inspectors

LEA educationalists who inspect school performance and report locally. Often, LEA advisers are also LEA inspectors.

LEA Education Officers

administrators who administer and advise schools on organisational systems relating, for instance, to pupil admissions, staff appointments, school budgets and central provision for children with special educational needs.

LEA governor

A school governor who has been appointed, and can be removed, by the Local Education Authority. Normally these appointments reflect the balance of political representation in the area.

League Tables

See Performance Tables. League Tables usually refer to the government analysis of assessment and examination results placed in rank order.

LEARG

Local Education Authorities Research Group.

LEAWARDS

Local Education Authority Award System.

LECT

League for the Exchange of Commonwealth Teachers.

LERN

London Education Research Network.
LfL
1) Leadership for Learning.
2) Learning for Leadership.
LFS
Labour Force Survey.
LGB
Local Governing Body
LGBTT
Lesbian Gay Bisexual Trans Teachers (sometimes with the addition of 'Q' – Questioning).
LIFE
Learning Is For Everyone (Wales).
Lifelong learning
Refers to the notion of formal education being available to everyone beyond statutory school age. It is often characterised by distance learning and is exemplified in programs such as those offered by the Open University and **U3A**.
List 99
A 'list' that contains the details of men and women whose employment has been barred or restricted, either on grounds of misconduct or on medical grounds. If a person's employment is restricted, the entry shows the types of employment in which he or she is permitted to work. People barred on misconduct grounds are listed separately from those barred on medical grounds (no details of misconduct are given).
LLDP
Lifelong Learning Development Plan.
LLP
Lifelong Learning Partnerships.
Literacy Hour

An hour of learning to read and write in (usually Primary) school, broken down into various activities.
LM
Learning Mentor.
LMCE
Local Management in Community Education.
LMS
1) Local Management of Schools.
2) Learning Management System – a US term for **VLE**.
LMSS
Local Management of Special Schools.
LNTO
The Languages National Training Organisation National Centre for Languages. See **CILT** and **NCL**.
LP
Learning Partnership.
LPSH
Leadership Programme for Serving Heads.
LS
Leadership (Pay) Scale or Spine.
LSA
Learning Support Assistant.
LSAC
Language Sports and Arts College(s).
LSB
Local Schools Budget.
LSC
Learning and Skills Council.
LSCB
Local Safeguarding Children's Board.
LSDA
Learning and Skills Development Agency.
LSP

Learning Schools Programme.
LSRC
Learning and Skills Research Centre.
LSU
Learning Support Unit.
LTS
Learning and Teaching Scotland.
LW or LWA
London Weighting or London Weighting Allowance.
M&E
Monitoring and Evaluation.
MA
1) Master of Arts
2) Modern Apprenticeships.
Maintained School
Maintained schools are funded by central government via the LEA, and do not charge fees to students. The categories of maintained school are: community, community special, foundation (including trust), foundation special (including trust), voluntary aided and voluntary controlled. There are also maintained nursery schools and pupil referral units
MAT
Multi Academy Trust; Multi-Agency Team.
MBS
Music and Ballet Schools Scheme.
MCE
Ministry for Children and Education (Scotland).
MCI
Management Charter Initiative.
MDS
Midday supervisor.
MDA
Mid-day Assistant.

ME
Mandatory Exceptions.
Measurement
Measurements deal with a quantification of data; there is a notion that everything that exists, exists in some quantity and can therefore be measured. See Assessment.
MEAP
Minority Ethnic Achievement Programme.
MECS
Minority Ethnic Curriculum Support.
MFL
Modern Foreign Languages.
MGL
Main Grade Lecturer.
Middle school
A school for children aged 8 - 12 or 9 - 13 in which appropriate parts of the Key Stage 2 and Key Stage 3 National Curriculum are taught and assessed.
MIDYIS
Middle Years Information System.
Minor authority governor
A school governor who is a representative of a minor authority, such as a parish council.
MISE
Management Information Systems in Education.
Mixed ability
A teaching group in which children of all abilities are taught together rather than being streamed or set.
MLD
Moderate Learning Difficulties.
MOA
Mode of Attendance, e.g. PT (part time) or FT (full time).

MLE
Managed Learning Environment.
MNSI
Multi-needs sensory impairment.
MOE
More Open Enrolment.
MoE
Ministry of Education see DfES. An early incarnation of this ever-changing acronym for a government department concerned with education.
MoL
Ministry of Learning. An abbreviation for the government department responsible for teaching and learning. Not yet adopted but might well appear in the future.
MPA
Multi-Professional Assessment.
MPG
Main Professional Grade (as in teachers' pay), previously CPS: Common Pay Spine.
MPS
Management Pay Spine.
MSSR
Moderated School Self Review.
MTL
Masters in Teaching and Learning.
Multi-cultural education
An approach to teaching and curriculum provision intended to increase all pupil's awareness and appreciation of the cultures, beliefs and traditions of the ethnic groups in British society. Sometimes criticised for failing to address the 'real' structural issues of social disadvantage that many minority British ethnic groups face.

NACE
National Association for Able Children in Education.
NAACE
National Association of Advisers for Computers in Education.
NACCCE
National Advisory Committee on Creative and Cultural Education. This committee produced the report *All Our Futures*, published in 1999, with a government response the following year.
NACCEG
National Advisory Council for Careers and Educational Guidance.
NACE
National Association for Able Children in Education.
NACETT
National Advisory Council on Education and Training Targets.
NAED
National Assembly Education Department (Wales).
NAEIAC
National Association of Educational Inspectors Advisers and Consultants.
NAEP
New Arrivals Excellence Programme.
NAGC
National Association for Gifted Children.
NAGCELL
National Advisory Group on Continuing Education and Lifelong Learning.
NAHHT
National Association of Hospital and Home Teachers.
NAHT
National Association of Head Teachers.

NAI
Non-Accidental Injury.
NALS
National Audit Learning Survey.
NAPE
National Association for Primary Education.
NAPP
National Association for Primary Providers.
NAS
National Autistic Society.
NASEN
National Association for SEN.
NASG
National Association of School Governors.
NA(S)SIP
National Association of (Senior) School Improvement
Professionals.
NASWE
National Association of Social Workers in Education.
NAS/UWT
National Association of Schoolmasters and Union of
Women Teachers. This union has most of its members
in secondary schools.
National Agreement
An agreement struck in January 03 between the
British Government, employers and school workforce
unions to oversee changes in teachers' contracts. It is
monitored by the **NRT** working with another
QUANGO, the **WAMG**.
NATE
National Association for the Teaching of English.
National Numeracy Strategy

A government initiative which was intended to raise the standards of numeracy for all children in infant, primary and junior schools in England and Wales.

NATFHE

National Association of Teachers in Further and Higher Education.

NEA

National Education Union, formed in September 2017, from an amalgamation between **ATL** and the **NUT**.

NEAB

Northern Examination and Assessment Board (see AQA).

NEBP

National Education Business Partnership.

NEC

National Extension College. Provides education for adults through distance learning.

NEOST

National Employers' Organisation for School Teachers.

NERF

National Educational Research Forum.

NERS

National Exclusions Reporting System.

NESTA

National Endowment for Science, Technology and the Arts.

NETT

National Education and Training Targets.

NEU

From the 1st September 2017, **ATL** amalgamated with the **NUT** to form a new Union called the National Education Union: the NEU.

NEET

Not in education, employment or training.

NC

1) National Curriculum.

2) National Challenge.

NCB

National Children's Bureau.

NCE

National Commission on Education.

NCC

National Curriculum Council (see **QCA**).

NCER

National Consortium for Examination Results.

NCET

National Council for Educational Technology.

NCL

1) The National Centre for Languages. It is the Government's recognised centre of expertise on languages. The organisation's mission is to promote a greater capability in languages amongst all sectors of the UK population. It was formed in 2003 through the merger of the CILT (Centre for Information on Language Teaching and Research) and the LNTO (Languages National Training Organisation).

2) National Curriculum Level.

NCOGS

National Coordinators of Government Support.

NCPTA

National Confederation of Parent Teacher Associations.

NCS

1) National Childcare Strategy.

2) New Community School (Scotland).

3) National Care Standards.

NCSL

National College for School Leadership.

NcT
Non Contact Time - periods when not teaching.

NCTs
National Curriculum Tests.

NCVQ
National Council for Vocational Qualifications. It merged with **SCAA** in 1997 to form the **QCA**.

NCY
National Curriculum Year.

NDAQ
National Database of Accredited Qualifications.

NDCPP
New Deal for Communities Pathfinder Partnerships.

NDO
National Development Officer (Target setting for children with **SEN**) (Scotland).

NDS
New Deal for Schools.

NDTEF
National Design & Technology Education Foundation (see **ICAA**).

NFER
National Foundation for Educational Research.

NGC
National Governors' Council.

NGfL
National Grid for Learning - A government funded project to connect schools to the internet and to provide learning materials for them via the World Wide Web. See **HGfL**.

NIACE
National Institute of Adult Continuing Education.

NIC

Northern Ireland Curriculum.
NICIE
Northern Ireland Council for Integrated Education.
NICCEA
Northern Ireland Council for the Curriculum,
Examinations and Assessment.
NICEC
National Institute of Careers and Education
Counselling.
NIHEC
Northern Ireland Higher Education Council.
NISVQ
National Information System for Vocational
Qualifications.
NLD
Non-verbal learning difficulties.
NLN
New Learning Network.
NLP
National Literacy Project.
NLS
National Literacy Strategy. A DfES initiative for
reading in schools.
NMSS
Non-maintained special school, approved by the
Secretary of State under the Education Act 1996,
which is specially organised to make special
educational provision for pupils with special
educational needs (Scotland).
NNEB
National Nursery Examination Board.
NNS
National Numeracy Strategy.
NO

Named Officer.

NOF

New Opportunities Fund. A lottery distributor created to award grants to education, health and environment projects throughout the UK.

NOR

Number on Roll.

NP

Named Person (see also **IPS**).

NOCF

National Open College Federation.

NOP

National Oracy Project.

Norm-referenced assessment

An assessment designed to discover how an individual pupil's performance or test result compares to that of an appropriate peer group. Norm referencing has been the normal procedure for the distribution of grades in public examinations. (Compare to **criterion-referenced** assessment and **Ipsative** referencing.)

NPhA

National Primary Head Teachers' Association.

NPQH

National Professional Qualification for Headship.

NPQSL

National Professional Qualifications for Subject Leaders.

NPS

National Pay Spine (for teachers).

NPSLBA

National Programme for Specialist Leaders of Behaviour and Attendance.

NQT

Newly Qualified Teacher.

NRA

National Record of achievement (see Profile).

NROVA

National Record of Vocational Achievement.

NRT

National Remodelling Team. A group associated with the **TTA**, charged with overseeing the implementation of the 'National Agreement'.

NRwS

New Relationship with Schools.

NS

National Strategy.

NSEAD

National Society for Education in Art and Design.

NSF

National Service Framework for Children, Young People and Maternity Services.

NSPCC

National Society for the Prevention of Cruelty to Children.

NTA

1) National Training Award.

2) Non-teaching assistants - Staff who support teachers in their classroom work but who do not have to possess formal teaching qualifications.

NTAS

National Teaching and Advisory Service.

NTETs

National Targets for Education and Training.

NtG

Narrow(ing) the Gap(s).

NTDP

National Training Development Plan.

NTRP

National Teacher Research Panel.
NUPE
National Union of Public Employees.
Nursery Classes
Operating within State Primary Schools, nursery classes take children from the age of three or four and are open during school term time. They usually offer five half-day sessions a week. There must be one adult for every 13 children.
Nursery nurses
Specialists who have qualified in the education and development of pre-school aged children (NNEB), and who sometimes work in primary schools under the direction of a teacher.
Nursery school (Foundation Stage)
A school offering suitable, but non-statutory, educational provision for children aged 2 - 4, including play, activity and language development. The recommended child/adult ratio is 13:1.
Nursery unit (Foundation Stage)
A unit, offering suitable educational provision for children aged 3 and 4, which is attached to a school for older children.
NUS
National Union of Students.
NUT
National Union of Teachers. The largest teaching union, it is predominant in Primary schools. See **NAS/UWT**; see **NEU**.
NVQ
National Vocational Qualification - a work-based qualification.
NWPU
Needs Weighted Pupil Unit.

NYA
National Youth Agency.
NYR
OCA
Ofsted Complaints Adjudicator.
OCN
Open College Network.
OCR
Oxford, Cambridge and RSA Examinations Board.
OEAP
Outdoor Education Advisers' Panel.
OECD
The Organisation for Economic Co-operation and Development.
Ofsted
An official body which regularly inspects all the schools in England which are mainly or wholly state funded. Ofsted inspectors produce education reports which are meant to improve standards of achievement and quality of education, provide public reporting and informed independent advice. The Office for Standards in Education, Children's Services and Skills is the non-ministerial government department of **HMCI.** All the powers belong to HMCI or to Her Majesty's Inspectors of Schools (**HMI**) who are office holders under the Crown. Ofsted itself has no statutory recognition but is usually identified with the functions of HMCI. In April 2007 the former Office for Standards in Education merged with the Adult Learning Inspectorate (**ALI**) to provide an inspection service which includes all post-16 government funded education (but not **HE** institutions which are inspected by the **QAA**). At the same time it took on responsibility for the registration and inspection of social care

services for children from the Commission for Social Care Inspection (**CSCI**).

OfQual

The Office of the Qualifications and Examinations Regulator. It is a relatively new 'regulator' of qualifications, exams and tests in England.

OfS

Office for Students, created by the 2017 The Higher Education and Research Act

OHP

Overhead Projector.

OHT

Overhead Transparency.

OLA

Outer London Allowance.

OMR

Optical Mark Reader.

OND

Ordinary National Diploma.

Open enrolment

A national requirement that all maintained schools must admit children whose parents wish it, until their standard number is reached.

Open-response task

A performance task in which pupils are required to generate an answer rather than select an answer from among several possible answers, but there is a single correct response.

OSCI

Out of School Childcare Initiative.

OTT

Overseas Trained Teacher.

OTTP

Overseas teacher training programme.

OU
Open University.
Outcome-based education
An integrated system of educational programs that aligns specific pupil outcomes, instructional methods, and assessment.
Oversubscription Criteria
Often referred to as those rules applied by admission authorities when a school has more applications than places. They must by law be fair and objective and must be published annually in prospectuses and by local authorities in a prospectus explaining admissions at all schools in an area.
P1, P2 etc
Primary 1, Primary 2, etc (Scotland).
PAL
Published (or planned) Admissions Limit.
PAN
Published Admission Number.
Parent governor
A parent who has been elected by other parents of pupils at a school, to serve on the governing body.
P&P
Personalisation and Progression.
PBL
Project/Problem- Based Learning.
Parental Preference
The legal right that parents have to express a preference for the school they would like their child to attend.
Parents' Summary
A short version of the inspection report that is sent to all parents of children at a school, and to the local media.

Partnership
In the context of education, in particular **ITE**, Partnership refers to the agreement between an **HEI**, such as a university faculty of education, with local schools in a joint enterprise to train new teachers. All universities involved in ITE are required to work as part of a partnership.

PAT
Professional Association of Teachers. A specific teachers' association which is committed to not taking industrial action. Not to be confused with a Union.

PATA
Parent and Toddler Association.

PAYP
Positive Activities for Young People.

PCT
Primary Care Trust.

PD
1) Physical Disabilities
2) Professional development (schools often have 'PD days').

PDC
Professional Development Centre.

PE
Physical Education. Formerly known as PT (Physical Training) in some schools, it was one of two subjects (the other being RE - Religious Education, also known as RS - Religious Studies) which schools had an obligation to teach prior to the **ERA** (Education Reform Act). Both subjects were outside the Core and Foundation parts of the curriculum.

PEACH
Parents for the Early Intervention of Autism in Children.

PECS
Picture Exchange Communication System. A program developed to help people with autism and those who have verbal communication difficulties.
Pedagogy
The art, science and practice of teaching. Alexander (2004) defines it as 'the act of teaching together with its attendant discourse' (p.11); that discourse consists of the ideas, values and the collective histories surrounding the act of teaching.
PEEP
Peers Early Education Projects.
PELT
Personal Education Learning & Thinking. Sometimes just **PLT**
PEO
Principal Education Officer.
PEP
Personal Education Plan. PEPs are schemes developed for young individuals in public care, designed to support their education.
Performance assessment
Systematic and direct observation of a pupil performance or examples of pupil performances and ranking according to pre-established performance criteria. Pupils are assessed on the result as well as the process engaged in a complex task or creation of a product.
Performance criteria
A description of the characteristics to be assessed for a given task. Performance criteria may be general, specific or holistic.
Performance management

This refers to the process for assessing the overall performance of a school principal or assistant teacher with reference to that person's job description (within the context of the School Teachers' Pay and Conditions Document - the **STPCD**). This assessment is then used for making plans for the individual's future development in the context of that particular school's improvement plan (**SIP**).

Performance Tables

The UK government publishes secondary and 16-18 performance tables each year. The tables report achievements in public examinations and vocational qualifications in secondary schools (and colleges of Further Education) so that schools can be compared with each other. Primary school performance tables are published by local education authorities and report pupils' achievements at the end of Key Stage 2.

Performance task

An assessment exercise that is goal directed. The exercise is developed to elicit pupils' application of a wide range of skills and knowledge to solve a complex problem.

Personalised learning

An approach to teaching which focuses on learners' individual needs regardless of age.

PEX

Permanently excluded (hence 'pexed' – a pupil who have been excluded).

PfL

Partnerships for Learning - this is a private company which offers professional development courses for schools.

PGCE

Postgraduate Certificate in Education. This is the principal route by which graduates gain recommendation for **QTS**.

PH

Physically Handicapped.

PI

Performance Indicators.

PIAP

Post-Inspection Action Plan.

PICSI

Pre-Inspection Context and School Indicator.

PISA

Programme for International Student Assessment.

PIT

Pool of Inactive Teachers.

PFI

Private finance initiative.

Piaget/ian

Jean Piaget was born in Switzerland in 1896, his best known works were published in the 1920s and include The Language and Thought of the Child (1926). The Psychology of Intelligence was first published in English in 1950. He came to the notice of many teachers in the UK when his theory of children's development was incorporated into the Plowden Report of 1967. This theory is summed up by four stages: The sensori-motor; pre-operational thought; concrete operations and formal operations. For Piaget, as with Vygotsky, play was seen as a vital part of children's intellectual development; though interacting with the worlds in an imaginative way, children are said to construct their understanding. See constructivism and section on influential educationalists.

PIN

1) Pupil Inclusion Network

2) Parents' Information Network.

PIRGE

Performance Information Reference Group in Education.

PISA

The **OECD** Programme for International Student Assessment.

PIT

Pool of Inactive Teachers.

PIU

Performance and Innovation Unit.

PIVATS

Performance Indicators for Value Added Target Setting.

PLASC

Pupil Level Annual School Census. See ASC.

Plenary

The time, usually at the end of a lesson, when the whole class is gathered together giving an opportunity for the teacher to find out what pupils have learned.

PL

Principal Lecturer - Third level of seniority amongst lecturers in the 'new universities'. It is more or less equivalent to the position of senior lecturer in 'old universities'.

PLT

Personal Learning & Thinking.

PLTS

Personal Learning and Thinking Skills.

Plowden report

This is the unofficial name for the 1967 report of the Central Advisory Council For Education into Primary

education in England. The report, entitled Children and their Primary Schools reviewed Primary education in England; its main recommendation was the centrality of the child (rather than individual subjects) in education. The Council was chaired by Lady Bridget Plowden after whom the report is named.

PM

Performance Management.

PMLD

Profound and Multiple Learning Difficulties.

PNS

Primary National Strategy.

Polarisation

A generic term for the process in education by which children, operating through peer culture, tend to reinforce social differentiation and amplify its consequences through their friendships and social relationships.

PP

Pupil premium: The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils.

PPA

Pre-school Playgroups Association.

PPA

Planning, preparation and assessment - time made available under new pay and conditions for teachers. See **STRB** and **RIG**.

PPD

1) Practitioner Professional Development.
2) Post Graduate Professional Development.

PPI

Public Performance Indicator.

PPP

Public Private Partnership.
Portfolio assessment
An assessment process that is based on the collection of pupil work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or pupils' general progress.
PoS
Programmes of Study.
PPS
Parent Partnership Scheme.
PRC
Pupil Referral Centre.
Preparatory school
An independent school often catering for children from 5 - 13 years old in preparation for secondary education in 'public schools' (also independent).
Pre-school
Usually refers to children aged between 3 and 5, attending one of the following: playgroups (see below), governmental day nurseries (usually for children from disadvantaged backgrounds), private day nurseries, nursery schools run by the local authority, and nursery classes in primary schools. See also Nursery.
Pre-school playgroups
These generally take children between the ages of three and five and most offer half-day sessions. Usually non-profit making and managed by volunteers and parents. There must be at least one adult for every eight children and at least half of the adults must be qualified leaders or assistants.
PRG
Pupil Retention Grants.
Primary school

A school for children aged 5 - 11 in which Key Stage 1 and Key Stage 2 of the National Curriculum is taught and assessed. It may include a reception class (children aged 4-5, Foundation Stage).

Prior knowledge

The total of an individual's knowledge at any given time.

Private nursery schools

These take children between the ages of two and five and offer half or full-day sessions and some stay open in the school holidays. There must be at least one adult for every 13 children and at least half of the staff must be qualified teachers.

Probationary Year

This refers to the period of induction required for QTS. Successful completion of induction is a statutory requirement for all those teachers who qualified after 7 May 1999 to teach in maintained schools; it is normally expected that teachers will complete induction within five years of the start of their first term.

Procedural knowledge

Procedural knowledge refers to knowing how rather than knowing what (see Declarative Knowledge); the knowledge and skill involved in proceeding, doing, performing, or operating.

Progression

Progression is a quality of a curriculum which extends children's knowledge, skills or understanding through an ordered sequential process.

Progressive teaching

This is a very general term which is usually associated with allowing considerable amounts of child activity and choice with the teacher in the role of facilitator. Associated with 'child-centred education' and

'discovery methods' it was thought to have been prevalent in primary school classrooms following the Plowden Report of 1967. However, HMI inspections and research studies found little evidence, though it was, and is, important in teachers' professional commitment to pupils and the quality of their experiences in school. See also **Critical Pedagogy**.

Project work

Classroom work which reaches across subjects in an attempt to maximise the relevance and coherence of teaching and learning activities.

PROLOG

PROLOG is an acronym from 'Promotional Logistics' and is an 'outsourced fulfilment provider' for the DCSF.

Prospectus

A brochure containing information about the school, giving facts and figures , which the governing body must publish each year for parents and prospective parents. Copies must be available at the school for reference or free of charge to parents on request.

PRP

Performance Related Pay.

Problem solving

A method of learning through which pupils reflect upon and evaluate their thinking while solving problems. The process usually includes discussion, working out strategies to solve similar problems and highlighting additional problems associated with their investigation.

Profile

Student record of achievement that includes a folder to store all certificates; previously NRA - National Record of Achievement. See **EYFSP** and **RoA**.

PRU

Pupil Referral Unit.

PSB
Potential Schools Budget.
PS
Partially sighted.
PSA
1) Parent School Association
2) Public Service Agreement
PSP
Pastoral Support Programme.
PSE
Personal and Social Education.
PSHE
Personal, Social and Health Education.
PT
1) Principal Teacher (Scotland).
2) Part-time.
PTA
Parent Teacher Association.
PTLLS
Preparing to Teach in the Lifelong Learning Sector
PTO
Parent Teacher Organisation.
PTR
Pupil Teacher Ratio.
Public school
In the UK, a 'public' school is in fact private and is not to be confused with State school. Public schools are often referred to as Independent schools. Public schools do not have a statutory obligation to deliver a national curriculum. It is not necessary to have gained **QTS** in order to teach in a public school.
QAA
Quality Assurance Agency – a quango set up in 1997 to check on quality and standards of teaching in

universities and colleges of higher education; it reports to the **DIUS**.

QAM
Quality assurance mechanism. A system of staff appraisal.

QCA
Qualifications and Curriculum Authority (Merger between SCAA and NCC).

QCDA
Qualifications and Curriculum Development Agency - the last incarnation of **QCA**; see **STA**.

QDC
Qualifications Data Collection Steering Group.

QR
Quality Rating.

QRF
Quality Reward Funding (Wales).

QT
Qualified Teacher.

QTLS
Qualified Teacher Learning and Skills.

QTS
Qualified Teacher Status. The professional status needed to obtain to teach in state maintained schools in England and Wales. QTS is normally awarded after successful completion of an Initial Teacher Training (**ITT**) course and a period of induction; reference must be made to the **CEDP**. See Standards.

QUANGO
Quasi Autonomous Non-Governmental Organisation, e.g. the **TDA** and **Ofsted**.

QUIET
Quality in Education and Training Associates.

Quorum/Quorate

The minimum number of people required to be present at a meeting of a governing body or Committee before decisions can be taken - usually one third of all governors, rounded up.

RAE

Research Assessment Exercise. A UK government-sponsored attempt to identify how well individual HE institutions perform with regard to research output by subject area. See **REF**.

Rainbow grouping

A form of grouping which is based on including the whole range of abilities and which is essentially mixed.

RARPA

Recognising and recording progress and achievement. It is a tool to measure the progress and achievement of learners in the adult and community learning sector.

RBL

Resource-based learning (Scotland).

RBs

Recommending Bodies. An institution, such as a school involved on the GTP which can recommend the award of QTS.

RE

Religious Education.

REACH

Record of Achievement (more commonly RoA).

Reader

In a university, a research-based position above that of senior lecturer.

RECOUP

Research Consortium on Educational Outcomes and Poverty - a research partnership of seven institutions in the UK, Africa and South Asia, funded by the UK

Department for International Development (DFID) and led by the University of Cambridge.

REE

Register of Educational Establishments.

REEF

Race Employment and Education Forum.

REF

Research Excellence Framework - this replaces RAE in assessing universities' research output.

Relevance

Relevance exists when a curriculum is seen by pupils to meet their present and/or future needs.

R&D

research and development.

RD&D

Research, development and dissemination.

Reception Classes

In state primary schools children are received at ages four and five, some schools starting children off with half-day sessions. There must be at least one adult for every 13

Remodelling

Remodelling was set out in a national agreement signed by the Secretary of State that aims to reform the school workforce. It was meant to be concerned with giving teachers more time, extra support and renewed leadership in order to reduce teacher workload, raise standards, increase job satisfaction and also to improve the status of the profession.

Reliability

An indicator of score consistency over time, or across multiple evaluators. Reliable assessment is one in which the same answers receive the same score regardless of who performs the scoring or how or

where the scoring takes place. The same person is likely to get approximately the same score across multiple test administrations.

RI or RGI or RgI

Usually pronounced 'Reggie' - Registered Inspector. The RgI is the leader of a school inspection team and is responsible in law for making sure that inspectors are 'fit, proper, competent and effective' in their work.

RIG

Rewards and Incentives Group - a part of **STRB**.

Rising 5s

Children admitted to school in the term before they reach statutory school age.

RISS

Register of Independent Schools.

RoA

Record of Achievement; see Profile.

RQT

Recently Qualified Teacher (cf **NQT**).

RSA

1) Royal Society of Arts (see OCR).

2) Regional Subject Advisor.

RSSI

Raising School Standards Initiative (N. Ireland).

RTP

Registered Teacher Programme. (See also RTS and GTP; 'GRTP' usually refers to Graduate and Registered Teacher Programme).

RTS

Registered Teacher Scheme: Employment based training leading to qualified teacher status.

Rubrics

Specific criteria or guidelines used to evaluate pupils' work.

S1, S2, etc
Secondary 1, Secondary 2, etc (Scotland).
S2S
School to School. A Department for Education secure data transfer system. Associated with **Edubase** (the register of all educational establishments in England and Wales, maintained by the **DfE**), this system is used to send the Common Transfer File (**CTF**) from one school to another.
SACRE
Standing Advisory Committee on Religious Education.
SAI
Schools Access Initiative.
SAL
Student Achievement Leader.
SAO
School Attendance Order.
SAR
Students as researchers. See for example the book by Michael Fielding and Sara Bragg of the same name (reference below).
SAS
1) Student Associates Scheme
2) Special Agreement School
SATs
Standard Assessment Tasks. Often erroneously referred to as standard assessment tests (which are copyrighted in America). They are more accurately known as NCTs - National Curriculum Tests.
SBPO
School Based Police Officer.
SCAA
School Curriculum and Assessment Authority. This ceased to exist in 1997 and was replaced by QCA.

Scale
The range of scores possible for the pupil to achieve on a test or an assessment. Performance assessments typically use a 4-6 point scale.

SCD
Severe Communication Difficulties.

SCE
Service Children's Education.

SCETT
Standing Committee for the Education and Training of Teachers.

School caretakers
Staff who have responsibility for daily maintenance and security of a school.

School cleaners
Cleaners, normally employed by a company who have won a contract to clean a school.

School effectiveness
A judgement or measure of the efficiency of the school overall in producing educational outcomes given the characteristics of its pupil intake and the resources which are deployed.

School ethos
The taken-for-granted pattern of values, interpersonal relationships and expectations about the education being provided which gives each school a particular subjective 'feel'. Often very influenced by the headteacher.

School funding
This usually refers to the amount of money that is allocated to state schools.

School policies

Guidelines for action and practice within a school. Some policies are legally required and must be set by governors.

School secretaries

Staff who support the work of the headteacher and deal with many facets of routine school administration, from greeting parents, simple first aid, typing letters and maintaining budget records.

Scientific knowledge

Knowledge that provides people with the conceptual and technological tools to explain and describe how the world works.

SCIS

Scottish Council of Independent Schools.

SCITT

School Centred Initial Teacher Training. A school-based teacher training course leading to Qualified Teacher Status.

SCOTVEC

Scottish Vocational Educational Qualification equivalent to BTEC and Advanced GNVQ.

ScotXed

Scottish Exchange of Educational Data.

SCRE

Scottish Council for Research in Education.

SCRE

Scottish Council for Research in Education.

SDL

Self-directed learning - refers to learners making decisions about what training and development experiences will occur, and how. Learners select and carry out their own learning goals, objectives, methods and approaches to assessment.

SDP

School development plan. An annual form of whole-school evaluation and planning, promoted by government and LEAs and expected to be produced by headteacher, teachers and governors together.

SEAL
Social and Emotional Aspects of Learning.

SEBD
Social, emotional and behavioural difficulties.

SEBDA
Social, Emotional and Behavioural Difficulties Association.

Secondary Modern School
Pupils who were unsuccessful in the 11+ examination usually went to a secondary modern school where the emphasis tended to be on vocational and practical subjects. These schools became redundant in 1976 with the widespread introduction of comprehensive (non-selective) education. See also **Grammar Schools**.

SEED
Scottish Executive Education Department.

SEF
Self Evaluation Form – used in preparation for inspections. It is compiled in the first instance by the institute about to be inspected.

SEG
Southern Examining Group (see **AQA**).

Self assessment
Assessment by a learner for the purpose of self-knowledge, reflection and self-improvement.

Self efficacy
A person's belief in their ability to succeed in specific situations. This is distinct from Self-esteem.

Self-esteem

The value or opinion which an individual ascribes to himself or herself, thus powerfully influencing self-confidence in tackling new learning challenges.

Self-governing schools

The Scottish equivalent to grant-maintained schools in England.

Self regulation

The process of taking control of and evaluating one's own learning and behaviour, informed by metacognition. See **SRL** below.

Sex education

Curricular provision, reflecting the school policy set by governors, which introduces children to sex and human relationships and encourages them to consider morals and the value of family life.

SRL

Self-regulated learning emphasises autonomy and control by the learner. Self-regulated learners are aware of their abilities, and they have a range of strategies that they can apply in an appropriate way to deal with academic tasks. Such learners attribute their successes or failures to factors within their control.

SEN

Special Educational Needs. This refers any child that has been identified as having some form of educational need either as a result of a learning difficulty or if they are deemed as particularly talented or gifted. Children designated as having special needs receive additional support either from within the school or from outside agencies.

SENCO

Special Education Needs Co-ordinator.

SEND

1) Special Educational Needs Database.

2) Special Educational Needs & Disability.
SENDIST
Special Educational Needs and Disability Tribunal.
This is a Tribunal which hears complaints about
decisions made by Local Education Authorities on
provision for individual children's special needs. See
also **SENT**.
SENDA
Special Educational Needs and Disability Act 2001.
SENIMS
Special Educational Needs in Mainstream Schools.
SENJIT
Special Educational Needs Joint Initiative for Training.
SENSS
Special Educational Needs Support Service.
SENT
Special Educational Needs Tribunal.
SEO
Society of Education Officers.
SEP
Single Education Plan.
SERF
Special Education Resource Facility.
Serious weaknesses
This is an outcome of the school inspection process.
The Registered Inspector will have concluded that the
school, although providing an acceptable standard of
education, nevertheless has serious weaknesses in
one or more areas of its work.
SeSDL
Scottish electronic Staff Development Library.
Setting

Putting pupils into different groups for a particular subject according to their apparent ability in that subject. See **ability grouping**.

Short inspection

This is a style of inspection which was introduced in January 2000. It tends to focus on quality assurance, with smaller teams of inspectors spending 2-3 days in the institution; they do not report in detail on each subject.

SEU

Standards and Effectiveness Unit (DSCF) - to be distinguished from the Cabinet Office SEU - Social Exclusion Unit.

SFEFC

Scottish Further Education Funding Council.

SFEU

Scottish Further Education Unit.

SG

Standard Grade (Scotland).

SHA

1) Secondary Heads Association.

2) Strategic Health Authority.

SHEU

Schools Health Education Unit.

SHEFC

Scottish Higher Education Funding Council.

SI

School Improvement.

SILO

Schools Industry Liaison Officer.

SIMS

School Information Management System.

SIP

School Improvement Plan. A plan to improve a school's effectiveness, usually drawn up in the light of an Ofsted inspection.

SIPS

School Inclusion: Pupil Support.

SIPs

School Improvement Professionals/Partners.

Skills

Skills are capacities to perform tasks, such as the 'motor skill' of forming letters correctly when handwriting, the 'oral skill' of a clear spoken explanation or the 'analytical skills' used in assessing historical evidence.

SL

Senior Lecturer - Second level of seniority among lecturers in the 'new' universities. In 'old' universities it is broadly equivalent to Principal Lecturer and below that of Reader.

SLC

Student Loans Company.

SLCD

Speech, Language and Communication Difficulties.

SLCN

Speech, Language and Communication Needs.

SLD

Severe Learning Difficulties.

SLDD

Students with Learning Difficulty and/or Disability.

SLDM

Subject Leader Development Material.

SLI

Speech and language impairment.

SLS

School Library Service.

SLT

Speech and Language Therapy.

SMART

Specific, Measurable, Achievable, Realistic & Timed.

SMSAs

School meal supervisory assistants. Staff employed to supervise children at dinner times.

SMT

Senior Management Team. A small group of senior staff in a school, normally receiving additional pay allowances, who support the headteacher in implementing school policies by acting as 'middle-managers'.

SN

1) Special Needs.

2) Standard Number.

SNA

Special Needs Assistant.

SNIP

Special Needs Improvement Plan.

SNS

1) Standard National Scale (for teachers).

2) Secondary National Strategy.

SOC

School Organisation Committee.

Social class

A concept used to denote the types and range of social, cultural and economic resource and the distribution of political power amongst social groups in societies. This is of relevance to education in the UK because inequalities have been growing and educational underachievement is adversely affecting working class children, particularly in inner cities.

Social differentiation

A generic term for the process, in education, by which teachers identify and separate groups of pupils for particular purposes. For instance, to study particular subjects or for matching ability levels.

Social Services

A department within a local government area which is responsible, among many other things, for children's welfare (in the home) under the terms of the Children Act, 1989.

SOP

School Organisation Plan.

SoW

Scheme of work.

SPAG

Spelling and Grammar.

Special Needs

A term associated with the Warnock report of 1978 which advocated that children with 'special educational needs' be educated within mainstream schools. See **SEN**.

Special Schools

State schools in England and Wales which are provided by local education authorities for certain children with special educational needs. Special schools are designed for children of any age who have 'statements' of special educational needs. The National Curriculum may be taught, parts of it 'disapplied' to particular children or they may be 'exempted'.

Specialist Schools

This type of school includes technology, languages, sports and art colleges operating in England.

Special Measures

This is an outcome of the school inspection process. The Registered Inspector will have concluded that the school is failing or likely to fail to give its pupils an acceptable standard of education and thus requires special measures.

SpLD

Specific Learning Difficulty.

SPM

Strategic planning meeting.

SPTC

Scottish Parent Teacher Council.

SQA

Scottish Qualifications Agency.

SRB

Single Regeneration Budget.

SRCF

Schools Renewal Challenge Fund.

SRD

Staff Review and Development.

SRE

Sex and Relationship Education.

SRS

Safer Routes to School. This is a government initiative intended to make children's journey to school safer by encouraging them to walk or cycle to school; the intention is to avoid 'school car runs'. Schools and local education authorities are expected to work with local community and transport planners to facilitate safer routes to school.

SSA

1) Student Support Assistant.

2) Standard Spending Assessment.

SSBA

Scottish School Board Association.

SSCI
Social Science Citation Index.
SSD
Social Services Department.
SSF
School Standards Fund.
SSFA
School Standards and Framework Act.
SSI
Social Services Inspectorate.
SSI
Specialist Schools Initiative.
SSP
1) Systematic Synthetic Phonics. See Synthetic
phonics.
2) Starting salary point.
3) Safer School Partnership.
SSR
Staff-Student Ratio.
SSSS
Secondary Subject Shortage Scheme.
SSTA
Scottish Secondary Teachers' Association.
SST
Specialist Schools Trust (formerly known as the
Technology Colleges Trust).
Standard Number
The number of pupils in each year group below which
the governing body cannot legally refuse admission.
STAR
Specialist Teacher Assistants Record.
State Nursery Schools
These take children from the age of three or four and
are open during school term time and normally offer

five half-day sessions a week. There must be at least one adult for every thirteen children. Staff are qualified teachers and assistants.

State Schools

Otherwise known as publicly funded schools; parents do not pay any fees. They are attended by most (over 90 per cent) of pupils. Scottish state schools are maintained and controlled by the local education authority.

Statements

A Statements of Special Educational Needs (**SEN**) is a statutory document that describes a child's special educational needs and how they are to be met. The process of making the assessment is known as statementing. Statements describe any learning difficulties which pupils have, and specify the extra help or equipment they need. Usually around three per cent of school pupils nationally have statements. Some pupils with special educational needs are academically able. Pupils without statements are other pupils registered as having special educational needs but whose schools meet the pupils' needs without statements.

Statutory School Age

The period from the beginning of the term following a child's fifth birthday until the leaving date following his/her 16th birthday.

STEP

Scottish Traveller Education Programme.

STPCD

School Teachers' Pay and Conditions Document.

STRB

School Teachers' Review Body.

Streaming

A type of school organisation where children are placed according to their perceived ability into groups in which they stay for most of their work. See ability grouping.

STO
Statutory Transfer Order.

Subject study
Classroom work which focuses on discrete subject content, perhaps to maximise progression in teaching and learning.

Summative assessment
Assessment procedures, often at the end of a programme of teaching and of a consistent or standardised type, used to assess learning outcomes.

Supply teachers
Qualified teachers who are not in full-time teaching posts who make themselves available for occasional work to cover for absent school staff.

Sure Start
A cross-departmental strategy which aims to improve services for children under four and their families in disadvantaged areas.

SVQ
Scottish Vocational Qualification.

SWDB
School Workforce Development Board.

SWF
School workforce census.

SYS
Sixth Year Studies (Scotland).

TA
1) Teaching Assistant. See also **HLTA**.
2) Teaching Agency.
3) Teacher Assessment.

TARA
Teacher assessment and reporting arrangements.
TDAS
Training and Development Agency for Schools (also TDA).
Teach First
An independent UK government-backed charity that recruits and supports successful or high-performing graduates in certain preferred subjects to teach in 'challenging' schools. It is supported by partner schools, businesses and some universities.
Teacher Assessment
A formal assessment made by a teacher when a child is aged 7, 11 and 14.
Teacher governor
A governor who is a teacher, or teaching assistant, at the school and has been elected by his or her colleagues to represent the school staff at governing body meetings.
Team inspector
A member of a school inspection team, usually with a subject expertise.
TC
Technology College.
TDA
1) Training and Development Agency - formerly the Teacher Training Agency (**TTA**) until September 2005.
2) Test of Developed Ability.
Teacher appraisal
The process of assessing how a teacher is performing and attempting to match personal and institutional needs for future development.
Teacher associations

The trade unions which represent teachers' interests as employees.

Teachers' conditions of service

Contractual requirements made of teachers, set by the Secretary of State on the advice of the School Teachers' Review Body.

TEC

Training and Enterprise Council.

TEFL

Teaching of English as a Foreign Language.

TEN

The Education Network.

TEP

Technology Enhancement Project.

TES

1)Times Educational Supplement.

2)Traveller Education Service.

TESOL

Teaching English to Speakers of Other Languages.

TESSS

The Extended Schools Support Service.

Testing

Testing refers to one procedure through which some kinds of evidence are obtained; it secures a sample of a pupils' or group's behaviour or product through a mechanism – a 'test'. See **Assessment**.

TCT

Technology College Trust.

TIB

This Is Because...

THES

Times Higher Education Supplement.

Three Rs

A term which has come to refer to the 'basics' in education. It is widely believed that Sir William Curtis, an alderman who became Lord Mayor of London, once presented a toast to the three R's as 'reading, riting, and rithmetic'. However, when the term 'the three Rs' was first used, in Parliament in 1840, Hansard is said to have recorded that it stood for reading, (w)roughting (i.e. making) and (a)rithmetic.

TLR
Teaching and learning responsibility (payments).
TLRP
1) Teaching and Learning Responsibility Payment.
2) Teaching and Learning Research Programme.
TPS
1) Teachers' Pension Scheme.
2) Teachers' Pay Spine.
TQM
Total Quality Management.
TQA
Teaching Quality Assessment.
Transfer
The process of movement from one school to another.
Transferable skills
These might include such things as the ability to work as part of a team or solve problems. 'Transferable' might well be a quality of the learner, rather than the skill.
TrefNos
See **TRN** (below)
TRN
Teacher's reference number, formerly known as the DfES number.
TS

Training School. A school designated by the TDA to train teachers.

TSC

Training Standards Council.

TSI

Technology Schools Initiative.

TT

1) Timetable.

2) Trident Trust (Organisation and insurance for Work Experience Placements).

TTA

Teacher Training Agency, formerly responsible for 'raising standards' in schools in England by attracting 'able and committed people' to teaching and by improving the quality of teacher training. Now renamed TDA.

TTRB

Teacher training resource bank. See www.ttrb.ac.uk

TUPE

Transfer of Undertakings Protection of Employment.

TVEI

Technical and Vocational Education Initiative.

U3A

University of the Third Age: self-managed lifelong learning co-operatives for older people no longer in full time work.

UA

Unitary Authority.

UCAC

Undeb Cenedlaethol Athrawon Cymru (National Association of the Teachers of Wales).

UCAS

Universities and Colleges Admissions Service. This is the central agency for processing applications for

undergraduate courses, including degree level initial teacher training courses (BEd, BA/BSc with qualified teacher status).

UCET
University Council for the Education of Teachers.

UCLES
University of Cambridge Local Examinations Syndicate.

UFA
University of the First Age.

UFC
Universities Funding Council.

UfI
University for Industry.

UKCOSA
UK Council for Overseas Student Affairs.

UKRI
UK Research and Innovation.

ULN
Unique Learner Number.

UNCRC
United Nations Convention on the Rights of the Child.

Underachieving school
This is an outcome of the inspection process. The Registered Inspector will have concluded that the school's performance is below that of schools in similar circumstances.

Under-achievement
The extent to which potential is unfulfilled, and a major problem in the UK. However, it is a complex problem and, among other things, requires attention to structural issues concerning the culture, values and socio-economic conditions in some communities and to the resources available to some schools.

UNESCO
United Nations Educational, Scientific and Cultural Organisation.

Understanding
Understanding is the sense which children are able to construct following experience or instruction.

UOA
Unit of Assessment - usually in the context of the **REF**.

UPN
Unique Pupil Number.

UPS
Upper pay scale.

UTC
University Technical College.

VA
1) Voluntary Aided (School), e.g. Church School.
2) Value Added.

Validity
An indication that an assessment instrument consistently measures what it is designed to measure, excluding extraneous features from such measurement.

VC
1) Vice Chancellor (of a University).
2) Voluntary Controlled (School).
3) Village College.

VCE
Vocational Certificate of Education.

VCT
Voluntary Competitive Tendering.

VFM
Value for Money (an Ofsted criterion when inspecting schools). See also BVFM.

VI

Visually Impaired
VDU
Visual Display Unit.
VET
Vocational and Educational Training.
Vocational development
Educational provision which is specifically designed to support pupils in future work and employment.
Voc Ed
Vocational Education.
Voluntary aided schools
Schools in England and Wales which are maintained by the Local Education Authority, with a foundation (generally religious) which appoints most of the governing body. The governing body is the admissions authority.
Voluntary controlled schools
Schools in England and Wales which are maintained by the Local Education Authority, with a foundation (generally religious) which appoints some, but not most, of the governing body. The LEA is the admissions authority.
Voluntary grammar schools
Grant-maintained, integrated schools in Northern Ireland which take both Protestant and Roman Catholic pupils.
Voluntary Maintained Schools
Schools in Northern Ireland which are mainly managed by the Catholic Church.
VRQ
Verbal Reasoning Quotient.
VSC
Virtual Staff College.
VTC

Virtual Teacher Centre. A service for school professionals providing news, support for professional development and the facility to search resources across the National Grid for Learning (NGfL).

WALA

We Are Learning About...

WALT

1) What Are We Learning Today

2) We Are Learning To... (refers to learning objectives)

WAMG

Workforce Agreement Monitoring Group. It works in partnership with the NRT, representing signatories of the 'National Agreement'.

Warnock Report

Refers to the highly influential 1978 publication on Special Educational Needs - report by the Committee of Enquiry into the Education of Handicapped Children and Young People, London: HMSO.

WBL

Wider Benefits of Learning.

Whole class work

A form of classroom organisation in which a whole class is taught together or works on similar tasks or activities together.

Whole curriculum

A conception of the overall curriculum with particular concern for its coherence and for the inter-relationship of subjects.

Whole school curriculum planning

A holistic planning process involving all teaching staff to ensure breadth, balance, coherence, relevance, differentiation and progression in an area of curriculum. This differs from planning classroom schemes of work which is the production of a detailed

classroom plan for curricular work by a teacher for a particular unit of time.

WILF

What I'm Looking For…

WJEC

Welsh Joint Education Committee.

WLB

Welsh Language Board.

WLGA

Welsh Local Government Association.

WEA

Workers' educational Association.

WRA

Work Related Activities.

WRC

Work Related Curriculum.

WWW

What Went Well (usually used in student' self-evaluations).

YAS

Youth Award Scheme.

YE

Young Enterprise.

Yellis

Year 11 Information System. It is used widely in the UK and elsewhere, forming a baseline for 'value added' measures in secondary schools.

Year Groups

Under the National Curriculum, year groups are numbered from Year 1 (5/6 year olds) to year 13 (17/18 year olds). Year R represents reception classes.

YOT

Youth Offending Team.

YJB
Youth Justice Board.
YSS
Youth Support Service.
YT
Youth training.
YTS
Youth Training Scheme.

Notes

Glossary of Terms used in Educational Research

Adapted from *Research in Art & Design Education* by the same author, published by Intellect, Bristol.

Action research

A type of research in which educators examine and reflect upon their own practice and evaluate strategies to improve practice. It is a multi-stage type of research, in which a problem is researched, changes are made, the problem is researched again, more changes are made, and so on through a number of cycles, until the problem is solved. Most action research studies use descriptive research designs.

A/r/tography

This term refers to an approach in which art forms are used as part of the research process. Rita Irwin writes, 'A/r/tographers are living their practices, representing their understandings, and questioning their positions as they integrate knowing, doing and making' from Irwin, R.L. and A. de Cosson (2004).

Art-based research

This refers to research that privileges the visual over the written word. See also a/r/tography, above. Arts-based research refers to research that privileges all art forms (dance, drama, music, poetry) over the written word.

Attrition

Attrition refers to the reduction in the number of participants during the course of a research project.

Audit trail

Within a naturalistic study, an audit trail is the systematic documentation of material gathered that

allows others to follow and audit the researcher's thinking and conclusions about the data.

Autoethnography

An autobiographical account that is placed within a broader cultural context.

Autophenomenography

A qualitative empirical research method, related to autoethnography, but focusing on the use of narrative description, focusing upon the self as a phenomenon.

A**utopsychography**

Differing from autoethnography in that it refers to self-narrative from a psychological rather than from an ethnographic perspective. Made up by the author and is unlikely at present to be found elsewhere.

Average

In descriptive statistics, 'averages' are divided into 'mean', 'median' and 'mode', terms used to describe a measure of central tendency. 'Mean' refers to all scores in a set of scores when they are added together and divided by the number of subjects; 'median' is the score that is exactly in the middle of a distribution (i.e. the value above which and below which 50% of the scores lie), while 'mode' refers to the score that occurs most frequently in a distribution of scores.

Axiology/axiological

An axiological concern is a concern with human values; axiology deals with the nature of value and considers the question - what is intrinsically worthwhile?

Bias

Bias is any influence that distorts the results of a research project, but particularly from the researcher.

Bracketing

Bracketing refers to a process used by some phenomenological researchers to identify their preconceived beliefs and opinions about the phenomena under investigation, in order to clarify how the researcher's belief system might influence what is seen, heard and reported.

Bricolage/bricoleur

Bricolage is a term used to refer to the construction or creation of a work from a diverse range of things which happen to be available, or to a work created by such a process. A person who engages in bricolage is a bricoleur: someone who invents their own strategies for using existing materials or ideas in a resourceful, and original way to learn and solve problems through experimentation. It can therefore be used to refer to research which is so conducted.

Case Study

A type of qualitative research which studies one or a few cases (a single person, entity or phenomenon) in great detail; it is a data collection method in which a case (for example an art teacher or a particular child) is studied in depth over a sustained period of time and through a variety of means.

Categorical variable

A variable with a particular value such as gender or ethnicity.

Coding

A procedure for transforming raw data into a form suitable for data analysis. It involves the labelling of a piece of text or a statement, to make sense of it by summarizing it. Depending on the research question, one piece of text can be coded in various different ways.

Constant comparative method

A procedure used in grounded theory research which refers to data being continually compared with previously collected data in order to refine the development of theoretical categories.

Content analysis

A procedure for organising narrative, qualitative data into emerging themes and concepts.

Core category

The central category that is used to integrate all the categories identified in grounded theory research.

Correlation

This refers to the degree of association between two variables. A correlation coefficient is a measure of the degree of relationship between two variables: it lies between +1.0 (indicating a perfect positive relationship), through 0 (indicating no relationship between two variables) to -1.0 (a perfect negative relationship).

Critical realism

Critical Realism is a philosophical attempt within social science to argue for the material presence of the social and natural world outside of our knowledge of it. It is concerned with questions of ontology, and the deeper structures and relations that are not directly observable but lie behind the surface of social reality. It is seen as a pragmatic development arising from a reaction to positivism.

Data saturation

This refers to the point at which data collection can stop. This is arrived at when the information that is being shared with the researcher becomes repetitive and contains no new ideas, so the researcher can be reasonably confident that the inclusion of additional participants is unlikely to generate any new ideas. In a

similar way, literature searches can reach a point of closure when references do not throw up any new significant texts.

Descriptive research

A type of research that has the goal of describing what, how or why something is happening.

Descriptive statistics

Statistical methods used to describe data that is collected from a specific sample (e.g. mean, median, mode, range, standard deviation).

Determinism

The belief that everything is caused by specified factors in a predictable way rather than by chance; it is said to be a key assumption within the positivist paradigm.

Emic

An emic perspective (or emic view) is a term used by ethnographers to refer to the insiders' views of their world (see also **etic** perspective).

Empirical research

Empirical research seeks systematic information about something that can be observed in the real world. Empirical information is information based on something that can be observed. Students' achievements, observations of art teachers' use of their own work, and artists' interview responses are examples of empirical information in art education research.

Epistemology

The study of the theory of knowledge.

Ethnography

A research methodology associated with anthropology and sociology that systematically describes the culture of a group of people. A principal aim of ethnographic

research is to understand a culture from the 'inside' - from an emic perspective.

Ethnology

Ethnology is a data-collection method in which information is collected about a group of individuals in their natural setting, primarily through observations. It is a branch of anthropology that compares and analyses the origins, distribution, technology, religion, language, and social structure of the various distinctive groupings within humans. Compared to ethnography, the study of single groups through direct contact with the culture, ethnology takes the research that ethnographers have compiled and then compares and contrasts different cultures.

NB: Not to be confused with ethology, which is the zoological study of animal behaviour.

Ethnomethodology

This research approach focuses on how people understand their everyday activities. It is a systematic study of the ways in which people use social interaction to make sense of their situation and construct their 'reality'.

Etic

An Etic perspective (or etic view) is a term used by ethnographers to refer to the outsider's view of the experiences of a specific cultural group (see emic perspective).

Field notes

Notes taken by researchers in the field which record unstructured observations.

Focus group

An interview conducted with a small group of people to explore their ideas on a specific topic.

Grounded theory

A research approach used to develop conceptual categories and/or theory about social processes from real-world observations, usually from a selected cultural group. The researcher may subsequently make further observations to test out the developed categories/theory. It is seen as an approach to qualitative research where the researchers try to approach a problem with no preconceptions, and to build their theories solely from the data gathered. See Glaser & Strauss (1967).

Hermeneutics

This used to refer to a method of Biblical criticism: interpreting the whole of a text in the context of its parts, and vice versa. Its meaning is now extended to refer to qualitative research which is concerned with analysing transcripts of interviews and group discussions. It is research concerned principally with interpretation and could be seen as the art of interpreting texts.

Heterophenomenology

An approach to the study of human consciousness characterised by combining the informant's self-reports with other evidence, such as close observation. The aim is to determine the informant's mental state as accurately as possible. See Dennett (1991).

Historical research

There are said to be four types of historical evidence: primary sources, secondary sources, running records, and recollections. Historians rely mostly on primary sources (often kept in museums, archives, libraries, or private collections). Emphasis is given to the written word on paper, an example might be an artist's correspondence to another artist. Secondary sources are the work of other historians writing history.

Running records are documentaries maintained by private or non-profit organisations. Recollections can be autobiographies, memoirs, or oral histories.

Historiography

This refers to the method of doing historical research or gathering and analyzing historical evidence. Historiographers are careful to check and double-check their sources of information, and this is seen as giving validity and reliability to their conclusions.

Hybrid research - see **mixed method**

Hypothesis

A statement that predicts the relationship between variables, in particular, the relationship between the independent and dependent variables. A null hypothesis is statement that there is no relationship between the independent and dependent variables and that any relationship observed is due to chance or fluctuations in sampling.

Inductive reasoning

Inductive reasoning moves from the specific to the more generalised and refers to the logical process of reasoning used to develop more general rules from specific observations.

Informed consent

The process of obtaining voluntary participation of individuals in research based on a full understanding of the possible risks and benefits.

Interpretive (methodology)

A qualitative approach characterised by an assumption that 'reality' is socially constructed. See also **Hermeneutics**.

Interview

A method of data collection. It usually involves an interviewer asking questions of another person (a

respondent) either face-to-face or over the telephone. In a structured interview, the interviewer asks the respondents the same questions using an interview schedule - a formal instrument that specifies the precise wording and ordering of all the questions to be asked of each respondent. Unstructured interviews are where the researcher asks open-ended questions which give the respondent considerable freedom to talk freely on the topic and to influence the direction of the interview. In unstructured interviews, there is no predetermined plan about the specific information to be gathered from those being interviewed.

Longitudinal research
A data-collection strategy in which data are collected from the same participants at different points in time. The purpose is to draw conclusions about individual change over time.

Method
Specific procedures used to gather and analyse research data.

Methodology
Different approaches to systematic inquiry developed within a particular paradigm with associated epistemological assumptions.

Method slurring
This term is used to describe the tendency of some researchers to combine research approaches without adequately acknowledging the epistemological origins and assumptions that underpin the methodologies they are blending.

Mixed Method Research
In mixed method (or hybrid) research, a qualitative phase and a quantitative phase are included in the overall research study. Proponents of mixed research

typically adhere to the idea that quantitative and qualitative methods are compatible, that is, they can both be used in a single research study. Pragmatism indicates that researchers should use the approach or mixture of approaches that works the best in a real world situation. In short, what works is what is useful and should be used, regardless of any prior assumptions. It should not be confused with 'method slurring' (see above).

Naturalistic (paradigm)

This paradigm assumes that there are multiple interpretations of reality and that the goal of researchers working within this perspective is to understand how individuals construct their own reality within their social context.

Negative correlation

A relationship between two variables where higher values on one variable tend to be associated with lower values on the second variable.

Neonarrative

In a neonarrative approach the researcher is actively managing narrative data, synthesising it and rendering it more 'comprehensible'. A neonarrative is said to become a story more representative than the one it replaces.

Observation

A method of data collection in which data are gathered through visual observations. Observation in a research setting can be structured or unstructured; structured observation typically involves the researcher determining beforehand the phenomena that are to be observed, often using a standardised checklist to record the frequency with which those phenomena are observed over a specified time period. Unstructured

observation involves uses direct observation to record things as they occur, with no preconceived ideas of what will be seen; there is no predetermined plan about what will be observed.

Ontology/ontological

Ontology refers to the form and nature of reality and what can be known about it. An ontological perspective considers the question 'what is real?'.

Paradigm

The term paradigm is often used to denote a worldview based on a set of basic values and philosophical assumptions that are shared by a particular academic community and that guide their approach to research. A paradigm can be defined as both a group of beliefs, values and techniques shared by a scientific community and also as the procedures and methods used to solve specific problems.

Participant observation

Participant observation is a method commonly used in ethnography and involves the researcher being totally immersed in the phenomena observed. Non-participant observation is less concerned with immersion and more with detachment.

Phenomenology

A research approach which has its roots in philosophy and which focuses on the lived experience of individuals. It is a qualitative research method in which the researcher conducts an in-depth and extensive study of participants' experiences of an event or situation from the participants' perspectives.

Phenomenography

The word phenomenography has Greek roots, being derived from the words phainonmenon (appearance) and graphein (description) - this can be compared with

phenomenology where 'ology' refers to 'the study of'. Thus, phenomenography is a description of appearances whereas phenomenology is primarily concerned with analysis. Phenomenography is an empirical research method designed to answer questions about thinking and learning, and so is particularly relevant in educational research; it is primarily concerned with describing the relationships that people have with the world around them.

Population
A well-defined group or set that has certain specified properties (e.g. all art teachers working full-time in Cambridge state secondary schools).

Portraiture
In educational research, portraiture is a form of qualitative research which is related to ethnography but, characteristically, draws upon the subjective interpretations of the narrator (the portraitist) to describe and analyse the object of enquiry (the sitter).

Positive correlation
A relationship between two variables where higher values on one variable tend to be associated with higher values on the second variable (e.g. art teachers' qualifications and their students' examination performance).

Positivism
This paradigm assumes that human behaviour is determined by external stimuli and that it is possible to use the principles and methods traditionally employed by the natural scientist to observe and measure social phenomena.

Qualitative data
Information gathered in narrative (non-numeric) form (e.g. a transcript of an unstructured interview).

Quantitative data

Information gathered in numeric form.

Random sampling

A process of selecting a sample whereby each member of the population has an equal chance of being included.

Reflexivity

Reflexivity refers to researchers' reflections upon their research and their place within it; it requires an awareness of the researcher's contribution to the construction of meanings throughout the research process, and an acknowledgment of the impossibility of remaining outside of one's subject matter while conducting research. Personal reflexivity involves reflecting upon the ways in which our own values have shaped the research and involves thinking about how the research may have affected the researcher. Epistemological reflexivity on the other hand encourages researchers to reflect upon their assumptions about the world (and knowledge of it) that have been made in the course of the research, and about the implications of such assumptions for the study as a whole.

Reliability

Reliability is concerned with the consistency and dependability of a measuring instrument, that is, it is an indication of the degree to which it gives the same answers over time, across similar groups and irrespective of who administers it. A reliable measuring instrument will always give the same result on different occasions assuming that what is being measured has not changed during the intervening period. Inter-rater reliability is a measure of the consistency between the ratings or values assigned to

an observed phenomenon and is employed by researchers using structured observation techniques; it is usually expressed as a percentage of agreement between two raters.

Research problem

A research problem is an issue that lends itself to systematic investigation through research.

Research question

A clear statement in the form of a question of the specific issue that a researcher wishes to answer in order to address a research problem.

Response rate

The proportion of those invited to participate in a research study who actually do so.

Sampling

The process of selecting a sub-group of a population to represent the entire population. Simple random sampling gives each eligible element an equal chance of being selected, while systematic sampling involves the selection of participants randomly drawn from a population at fixed intervals (e.g. every 10th). Cluster sampling involving successive sampling of clusters from larger ones to smaller ones (e.g. Local Education Authority to school to head of department). Convenience sampling uses the most easily accessible people (or objects) to participate in a study while purposive sampling refers to a strategy by which the researcher selects participants who are considered to be typical of the wider population. Quota sampling refers to the researcher identifying the various aspects of a given population and ensuring that they are proportionately represented. Theoretical sampling occurs within a naturalistic research study; it is based

on emerging findings as the study progresses to ensure that key issues are adequately represented.

Sampling bias

Distortion that occurs when a sample is not representative of the population from which it was drawn.

SAS

Statistical Analysis System – a software package.

Significance

In quantitative research, 'significance' has a particular and specific meaning related to statistical analysis. It is used to indicate whether the results of an analysis of data drawn from a sample are unlikely to have been cause by chance at a specified level of probability (usually 0.05 or 0.01).

SPSS

Statistical Package for the Social Sciences.

Survey research

A research approach designed to collect, in a systematic way, descriptions of existing phenomena in order to describe or explain what is going on. Data are often obtained through direct questioning of a sample of respondents.

Theme

A recurring issue that emerges during the analysis of qualitative data.

Theoretical framework

The conceptual underpinning of a research study which may be based on theory or a specific conceptual model.

Theory

In its most general sense a theory describes or explains something. Often it is the answer to 'what', 'when', 'how' or 'why' questions.

Triangulation

Sometimes known as 'methodological triangulation', this term is used in a research context to describe the use of a variety of methods to examine specific phenomena either simultaneously or sequentially in order to produce a more accurate and reliable account of the phenomena under investigation; it does not necessarily refer to 'three' approaches.

Trustworthiness

With reference to naturalistic research, trustworthiness describes the extent to which the study has been conducted in a way that gives others confidence in the findings. It can be determined by considering both credibility and dependability. Credibility can be compared with internal validity in positivist research; dependability of a study is evaluated if it meets the associated criterion of auditability (see audit trail, above). Auditability is achieved when a researcher provides a sufficiently clear account of the research process to allow others to follow the researcher's thinking and conclusions about the data and thus assess whether the findings are dependable.

Transferability

Sometimes known as 'applicability', transferability is said to be equivalent to the concept of external validity as applied to positivist research. A study is said to be transferable if the findings 'fit' contexts beyond the immediate research situation. In order to judge the transferability of a study's findings, one needs sufficient information to be able to evaluate the extent to which a specific research setting is similar to other settings.

Validity

In research terms, validity refers to the veracity of the data and findings that are produced. Validity can refer to: the concepts that are being investigated; the phenomena that are being studied; the methods by which data are collected; and the findings that are produced. There are several different types of validity, as follows: External validity, which refers to the degree to which the results of research can be generalised beyond the immediate study sample and setting to other samples and settings; face validity, which refers to the extent to which a measuring tool appears to be measuring what it claims to measure and internal validity, which refers to the extent to which changes in the dependent variable can be attributed to the independent variable rather than to other variables.

Variable

An attribute or characteristics of a person or an object that takes on different values (i.e. that varies) within the population under investigation, such as teacher's qualifications or gender. In experimental research, the dependent variable is the variable presumed within the research hypothesis to depend on another variable (known as the independent variable). An extraneous variable is a variable that interferes with the relationship between the independent and dependent variables and which therefore needs to be controlled for in some way.

Major legislation and influential government reports

1870 Education Act
Established 'elementary schools' to fill the gaps in the previously voluntary provision of education for young children.

1931 The Hadow Report
The Primary School, was an influential official expression of 'progressive' ideas. The most quoted assertion is, 'The curriculum is to be thought of in terms of activity and experience rather than knowledge to be acquired and facts to be stored.'

1944 Education Act
Abolished elementary schools and established 'primary schools'. It also enabled remaining voluntary schools to change their status to 'aided' or 'controlled' and receive state funding within one national system of primary education. In secondary education, it established grammar, secondary modern and technical schools.

1967 The Plowden Report
Children and their Primary Schools, promoted the applications of developmental psychology (particularly from Piaget) in primary school teaching and has been regarded as an important influence on 'progressive' and 'child-centred' ideas which were popular among teachers in the late 1960s and 1970s.

1975 The Bullock Report
A Language for Life, argued that children's language is of paramount importance and should be developed across the whole curriculum through systematic school policies.

1976 Sex Discrimination Act

Prohibited sex discrimination in school admissions, teacher appointments and curricular and other provision.

1976 Race Relations Act

Prohibited discrimination on grounds of ethnicity in school admissions, teacher appointments and curricular and other provision.

1978 The Warnock Report

Special Education: Forward Trends, established that one in five children have special educational needs at some point in their school education and needed particular provision. The Education Act of 1981 enacted many of the report's recommendations including an emphasis on the integration of children with (**SEN**) and the issue of 'statements' of pupil need.

1981 Education Act

Enacted most of the recommendations of the Warnock Report on provision for children with Special Educational Needs. It required that children with SEN be issued with a 'statement' of those needs and encouraged the integration of children with SEN within mainstream provision. (Repealed by the Education (Schools) Act, 1992)

1982 The Cockcroft Report

Mathematics Counts, set out the arguments for the importance of mathematics in everyday life and advocated innovative teaching methods including problem-solving and the use of calculators and computers.

1989 The Elton Report

Discipline in Schools, a balanced account which documented how 'most schools are well ordered', also the cumulative impact of 'minor disruption'. It suggested that teacher status and training could be

enhanced; highlighted the importance of school effective management and parental guidance; and emphasised the role of pupils taking responsibility.

1986 The House of Commons Select Committee Report

Achievement in Primary Schools, provided a thorough overview of the state of primary education in the mid-1980s. Among its recommendations was the suggestion that class teachers should also act as 'curriculum coordinators' for particular subjects across the whole school.

1986 Education Act

Established governing bodies for each school with a specific composition and set of powers for each school size and status. Set a requirement for governing bodies to adopt a curriculum policy, and to provide an annual school report and Annual Meeting for parents.

1987 Teachers' Pay and Conditions Act

Abolished teacher's rights to independent negotiating procedures over and pay and working conditions and authorised the Secretary of State to impose pay and conditions. He or she is advised by a School Teachers' Review Body.

1988 Education Reform Act (ERA)

Set national educational aims for the first time and established the National Curriculum and a body to oversee it (The National Curriculum Council, **NCC** - abolished 1993); national assessment requirements and a body to oversee them (The School Examination and Assessment Council, **SEAC** - abolished 1993); requirements for the provision of information to parents; a policy of 'open enrolment' and parental choice of school; delegation of finances from Local Education Authorities to schools; and the opportunity

for large primary schools to 'opt out' of Local Education Authority control and become 'grant maintained' (GMS).

1989 Children Act

Wide-ranging legislation which sought to establish a comprehensive framework for the coordination of all forms of law, service and support for children. The Act increased parental powers and those of the courts whilst also emphasising children's rights. Procedures for the work of professionals and agencies are complex.

1992 Education (Schools) Act

Established new procedures for the inspection of schools by 'registered inspectors' on a regular cycle (Planned to be every four years) and to be coordinated by the Office for Standards in Education (Ofsted). Though led by the Chief Inspector of Schools and supported by Her Majesty's Inspectors, the number of HMI was reduced and the system was introduced in which inspection is conducted by independent teams working to contract.

1993 Education Act

Set up the Funding Agency for Schools (**FAS**) to administer funding for Grant Maintained Schools (**GMS**) after opt out from Local Education Authority control. Specified procedures for opting out and regulations for the governance of GMS. Additionally established a 'Code of Practice' for national structuring of provision of Special Educational Needs. Introduced regulations for monitoring school attendance and procedures for the identification and monitoring of schools which are 'failing to provide an acceptable standard of education.'

1994 The House of Commons Select Committee Report

The Disparity in Funding between Primary and Secondary Schools, concluded that the gap in funding between the two sectors was too wide, with expenditure on secondary pupils being more than 40% higher than on primary pupils, despite the range of new demands made following the introduction of the National Curriculum. Concerns about rising class sizes were expressed.

1994 Education Act

Established the **TTA** (Teacher Training Authority) and regulated student unions.

1997 Education Act

Abolished **NCVQ** and **SCAA** and replaced them with the Qualifications and Curriculum Authority (**QCA**).

1998 School Standards and Framework Act

Based on the 1997 White Paper Excellence in schools.

1998 Education for citizenship and the teaching of democracy in schools

Known as the Crick Report, it recommended that citizenship education should be a statutory entitlement in the school curriculum.

2000 Learning and Skills Act

Established the Learning and Skills Councils for England and Wales, allowed city technology colleges to be renamed city academies.

2002 Education Act

implemented the proposals in the 2001 White paper, Schools: achieving success.

2002 Languages for all: languages for life

The government's strategy for the teaching of foreign languages.

2003 Workforce remodelling
Government initiative aimed at reducing teachers' workload by employing more unqualified classroom assistants.
2003 Green paper Every Child Matters
Led to the 2004 Children Act.
2004 Building Schools for the Future
Massive schools rebuilding programme launched.
2006 Education and Inspections Act
This Act emerged from the 2005 White Paper Higher Standards, Better Schools for All, which proposed independent trust schools and decreed that Ofsted should become 'The Office for Standards in Education, Children's Services and Skills'.
2006 Primary National Strategy:
Primary Framework for literacy and mathematics.
2007 Green Paper Raising Expectations: staying in education and training post-16
Argued that all young people should stay in education or training up to the age of 18.
2008 Education and Skills Act
Raised the education leaving age to 18; Key Stage 3 SATs effectively abolished.
2010 Academies Act
Provided for huge and rapid expansion of academies.
2010 White paper *The Importance of Teaching*
Wide-ranging document covering teaching, leadership, behaviour, new schools, accountability etc.
2011 Education Act
Amongst other things, this Act increased schools' powers relating to pupil behaviour and exclusions, further diminished the role of local authorities, further expansion of academies.

2011 The Early Years: Foundations for life, health and learning (Tickell Report)
Made recommendations relating to the Early Years Foundation Stage.

2011 Bew Report Independent Review of Key Stage 2 testing, assessment and accountability
Recommended that published test results should be more comprehensive and seen as a part of a bigger picture.

2011 Oates Report The Framework for the National Curriculum
A report by the Expert Panel for the National Curriculum review, chaired by Tim Oates.

2011 Commons Education Select Committee (CESC) Report The English Baccalaureate.
Made recommendations for a slimmed down and, to many people, an arid curriculum for key stage 4. This paved the way for an announcement in September 2012 by the Minister concerned (Gove) that an 'English Baccalaureate' (EBacc) will replace GCSEs. The first EBacc courses in English, maths and sciences began in September 2015; children sat exams in these subjects in 2017, with the other 'core' humanities and languages subjects following .

2011 White Paper Higher Education: Students at the Heart of the System.

2012 Henley Report Cultural Education in England
An independent review for the Department for Education and the Department for Culture, Media and Sport.

2012 Commons Education Select Committee (CESC) Great teachers: attracting, training and retaining the best.
No comment.

2017 The Higher Education and Research Act.
This piece of legislation is concerned primarily with the creation of two new bodies to regulate and fund higher education providers: the Office for Students (OfS) and UK Research and Innovation (UKRI).

For a comprehensive list of British education acts and reports, from which some of the above was taken, see Gillard, D (2011). *Education in England: a brief history* www.educationengland.org.uk/history

"if the UK government had done nothing since 1975 with regard to statutory regulations for education, schools, parents, pupils and students would be better off - much better off..."

A small selection of influential educationalists (and others influencing educational thought):

Bruner, Jerome (1915 -   )
American psychologist, much influenced by Vygotsky, who demonstrated the modern relevance of his work. A proponent of a 'cultural psychology' in which social aspects of learning are taken very seriously.

Freire, Paolo (1921 – 1997)
An influential Brazilian educator who popularised the notion of critical pedagogy and the relationship between social class and education.

Froebel, Friedrich (1782 - 1852)
Founder of Kindergarten system in Germany who emphasised respect for the autonomy of young children and the importance of structured play. Influential in nursery and infant school education.

Gagne, Robert (1916 - 2002)
A behaviourist psychologist whose work established the concept of staged 'hierarchies of learning', an idea that underpins the many mathematics and other published 'schemes' used in primary schools.

Montessori, Maria (1870 - 1952)
Italian educator who believed that 'play is the child's work' and that a sequence of child development could be structured through a series of planned play activities using specific equipment. Particularly influential in nursery education within the independent sector.

Piaget, Jean (1896 - 1980)
Swiss psychologist who, through his studies of child development, identified four 'stages': sensori-motor, pre-operational, concrete operations and formal operations through which children pass in a developmental process as they adapt to and assimilate their environment. His work was interpreted as legitimating the 'child-centred' ideas which were very influential in primary education in the late 1960s and 1970s. He is often considered to be the most influential 'constructivist' psychologist.

Skinner, B. F. (1904 - 1990)
American psychologist who, through his studies of animal behaviour, identified the ways in which learning can be affected by chains of conditioning between 'stimuli' and 'response'. Such 'behaviourist' work provides a rationale for 'rote' learning, practice and some forms of skill development.

Stenhouse, Lawrence (1926 - 1982)
British Educator who demonstrated how teachers can 'research' on their own classroom practice and thus improve the quality of their provision. Associated with 'action research', 'reflective practice' and 'continuing professional development'.

Vygotsky, L. S. (1819 - 1934)
Russian psychologist who analysed the importance of social context and interaction in learning. His most influential concept is the 'zone of proximal development'. The most influential 'social constructivist' psychologist.

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