

Explanation of Frequently Used Terms

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| Foundation Phase (FP) | This covers pupils aged 3-7 (nursery, reception, year 1 and year 2) |
| Key Stage 2 (KS2) | Years 3 – 6 of primary schools, pupils aged 7 – 11 |
| Key Stage 3 (KS3) | Years 7 – 9 of secondary schools, pupils aged 11 – 14 |
| Key Stage 4 (KS4) | Years 10 – 11 of secondary schools, pupils aged 14 – 16 |
| Post 16 | Years 12 and 13 |
| SEN | Special Educational Needs |
| MAT | More Able and Talented |
| EAL | English as an Additional language |
| LAC | Looked After Children |
| eFSM | Eligible for free school meals |
| nFSM | Not eligible for free school meals |

Foundation Phase Outcome Indicator – the percentage of pupils achieving the expected outcomes in each of language, literacy and communication – English (LCE) or Welsh (LCW), mathematical development (MDT) and personal, social cultural diversity and well-being development (PSD).

Core Subjects - In the National Curriculum, the core subjects are, in English-medium schools, English, mathematics and science. In Welsh-medium schools there is an additional core subject of Welsh (first language).

Core Subject Indicator - The core subject indicator is the percentage of pupils achieving the expected level of attainment in each of the core subjects in combination(English or Welsh, mathematics and science).

Expected Outcome – There are expected levels of attainment that the majority of children will reach at the end of each key stage - Foundation Phase outcome 5, Key Stage 2 level 4, Key Stage 3 level 5.

Threshold Indicators - The level 2 threshold indicator including English or Welsh and mathematics is 5 grades A*-C including these subjects, the level 2 threshold is 5 grades A*-C and the level 1 threshold indicator is 5 grades A*-G. The threshold indicators include all approved qualifications not just GCSE that are the equivalent of: level 1: grades D-G; level 2: grades A*-C.

Level 3 threshold - Equivalent to the volume of 2 A levels at grade A-E.

Benchmarking Quarter – The Welsh Government places schools into five groups based on proportions of FSM pupils. Each group is then divided into four quarters based on the performance of schools within each group.

Modelled Expectations – There is a strong relationship between FSM and achievement; this is modelled each year to show the “expected” performance at any given FSM level based on the statistical relationship.

FFT estimates – Fischer Family Trust is an organisation that uses a range of available data to provide estimates of the most likely outcomes for a pupil given their prior attainment.

Average Capped Wider Points Score - The calculation is based on the eight best GCSE grade/ approved vocational courses per pupil.

EAL Categories

A = New to English

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying / repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal or no literacy in English.

B = Early Acquisition

- May follow day to day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes and may understand simple instructions and can follow narrative / accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

C = Developing competence

- May participate in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent and literacy will require ongoing support, particularly for understanding text and writing.
- May be able to follow abstract concepts and more complex written English.

D = Competent

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts but written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

E = Fluent

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.