

Glossary of terms

Attainment refers to the measurable progress which children and young people make as they progress through and beyond school. This progress is in relation to curriculum areas and in the development of skills for learning, life and work.

Achievement refers to the totality of skills and attributes embedded within the four capacities of Curriculum for Excellence and developed across the curriculum in school and through learning in other contexts.

Creativity is a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.

Career-long professional learning (CLPL) is a continuous process through which teachers take responsibility for their own learning and development, exercising increasing professional autonomy enabling them to embrace change and better meet the needs of children and young people.

Child's Plan refers to single plan of action drawn up for a child where evidence suggests that one or more targeted interventions are required to meet the child's wellbeing needs. This is managed and reviewed through a single meeting structure even if the child is involved in several processes.

Child Protection is protecting a child from child abuse or neglect. Abuse or neglect need not have taken place; it is sufficient for a risk assessment to have identified a likelihood or risk of significant harm from abuse or neglect.

Child Protection Plan is a multi-agency plan for children who are believed to be at risk of significant harm. This plan will be incorporated into the Child's Plan. Child Protection Register is a central register of all children who are the subject of a multi-agency Child Protection Plan.

Closing the gap refers to the gap in progress, attainment and achievement between those living in Scotland's least and most disadvantaged homes. Many children and young people from lower-income households do significantly worse at all levels of the education system than those from better-off homes. This is often referred to as the "attainment gap".

Collaborative practitioner enquiry means working together with others to develop knowledge, skills, dispositions and understanding about learning and teaching. An example of this would be engaging in professional learning communities to undertake a piece of action research.

Data are facts and statistics collected together for reference or analysis. Digital learning is learning which is supported and enhanced by a range of digital technology and approaches. It can focus on one or more particular technologies. It may focus on classroom use or anywhere-anytime access. It may include features and approaches that are used to develop independent learners

Digital literacy encompasses the capabilities required for living, learning and working in a digital society. It includes the skills, knowledge, capabilities and attributes around the use of digital technology which enable individuals to develop to their full potential in relation to learning, life and work. It encompasses the skills to use technology to engage in learning through managing information, communicating and collaborating, problem-solving and being creative, and the appropriate and responsible use of technology.

Digital technology is the term used to describe those digital applications, services and resources which are used to find, analyse, create, communicate, and use information in a digital context. Digital teaching means educators providing and supporting enhanced learning opportunities through use of digital technologies.

Employability is the combination of factors and processes which enable people to progress towards employment, to stay in employment and to move on in the workplace. Equity means treating people fairly, but not necessarily treating people the same.

Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination.

Equality is the removal of barriers and the widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice-based discrimination. Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage.

Governance framework is what defines levels of accountability in relation to leadership and management of the school. It supports strategic leadership and ensures all stakeholders know who is responsible for the school's performance.

Inclusion means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult.

Key adult refers to the entitlement of all children and young people to have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stage in learning.

Learning community means the cluster of neighbouring schools and other partners delivering learning for the children, young people and their families.

Learning for Sustainability (LfS) is an approach to life and learning which enables learners, educators, schools and their wider communities to build a socially-just, sustainable and equitable society. An effective whole school and community approach to LfS weaves together global citizenship, sustainable development education, outdoor learning and children's rights to create coherent, rewarding and transformative learning experiences.

Named person is a single point of contact who can work with a child and his/her family to sort out any additional help, advice or support if they need it. The Getting it right approach includes making a named person available for every child, from birth until their 18th birthday (or beyond, if they are still in school). Depending on the age of the child or young person, a health visitor or senior teacher, already known to the family, usually takes the role of named person.

Outdoor learning is an approach to learning embedded within the curriculum. It takes place in a range of contexts such as the school grounds, local areas, on day excursions or field trips and residential experiences. Its purposes include developing environmental understanding, encouraging physical activity, health and wellbeing and personal and social development.

Partners include all individuals or organisations that deliver learning and contribute to the life and work of the school. These may include CLD services, colleges, universities, employers, third sector, community organisations, and libraries.

Personalised support means learning, teaching and assessment are planned to meet the needs of learners as individuals. It includes ensuring that all learners have regular opportunities to discuss their learning and progress and can influence decisions about what and how they learn.

Practitioner enquiry means developing knowledge, skills, dispositions and understanding required to become the kind of professionals who are able to question, challenge, understand and know deeply about teaching and learning. It means continually asking critical questions about your own practice.

Protected characteristics is the term used in the Equality Act 2010 to describe who is protected by law. Protection varies depending on whether a person is at work or using a service. There are eight protected characteristics of people who use services. These are: disability; sex (gender); gender reassignment; pregnancy and maternity; race; religion or belief; sexual orientation; and age.

Risk is the likelihood or probability of a particular outcome given the presence of factors in a child or young person's life. What is critical with respect to child protection is the risk of significant harm from abuse or neglect.

Safeguarding is a much wider concept than child protection and refers to promoting the welfare of children. It encompasses: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children and young people to have the best outcome. Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or likely to suffer, significant harm.

School community refers to all children and young people, staff, parents/carers, families and partners who are connected to the school.

Senior leaders refers to all staff in formal leadership roles, for example, head teachers, depute head teachers, principal teachers, curriculum faculty heads etc. This can also be used to refer to those aspiring to be in senior leadership posts and those working towards the standards for leadership and management.

Stakeholders are all those who are affected by the work and life of the school.

Targeted support refers to additional or targeted support, tailored to children and young people's individual circumstances. This could be at any point of their learning journey or, for some, throughout the journey. It encompasses children and young people requiring more choices and more chances to achieve positive, sustained post-school destinations. This "targeted" support is usually, but not exclusively, delivered by staff with additional training and expertise.

Transitions are times of change within children and young people's learning journey. Transitions can have a major impact on learners since they usually include new people, new learning environments and new circumstances. All children and young people experience points of transition when they move into school, through school and beyond school.

Universal support is the responsibility of all practitioners and partners within their own teaching environments. It includes children and young people's entitlement to conversations about learning, reviewing progress and planning next steps as part of effective personal learning planning. It means ensuring planned opportunities for achievement which focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced.