

Education briefing for social workers (for children in need) March 2018

Key stages and ages of education

Key Stage	Year Groups	Ages	Phase	Exams	Note
Early Years Foundation Stage (EYFS)	Pre-school and Reception	3-5	Primary	KSI SATS in May, Phonics and Reading Check (taken in Year 1 but may be retaken, if failed, in Year 2)	Statutory school age
Key Stage 1	Years 1-2	5-7		KS2 SATS in May, eleven plus exam (for Grammar school entry)	
Key Stage 2	Years 3-6	7-11			
Key Stage 3	Years 7-9	11-14	Secondary		
Key Stage 4	Years 10-11	14-16		GCSEs and equivalent	
Key Stage 5	Years 12-14	16-19	Further Education	A-Levels, AS-Levels, NVQs, National Diplomas, International Baccalaureate	Not compulsory but to be encouraged

Attainment and progress

Key Stage	Expected attainment at the end of key stage
Early Years Foundation Stage (EYFS)	Good Level of Development (GLD) . Children are assessed in 13 areas and to achieve GLD they will be at or above the expected level of development in the seven key areas covering personal, social and emotional development, physical development and communication and language
Key Stage 1	Expected Standard or above in Grammar/Punctuation/Spelling; reading; writing; maths. Assessed by teachers.
Key Stage 2	Expected standard or above in Grammar/Punctuation/Spelling (scaled score* of 100 or more), reading test (scaled score* of 100 or more), writing teacher assessment (expected standard or above) and maths test (scaled score of 100 or more)
Key Stage 3	n/a – no prescribed expectation or national exams
Key Stage 4	9 - 5 grade in both English & mathematics
Key Stage 5	n/a - no prescribed expectation

Progress – there are many reasons why a pupil might not make ‘**expected progress**’. This could be due to an additional need in learning or behaviour; a lack of attendance; education having a low priority – and many more. The key thing is that you need to ask the school these questions:

- Is X making expected progress?
- If not, why do you think that is the case?
- What assessments have you done / will you do?
- What extra support will you put in place?
- What can I do / the parents do to support X?

It is also right to expect (and encourage) parents to attend all parents meetings and play an active role in supporting school and getting homework done.

Attendance

Anything above 95% can be called 'good attendance'. 90-95% is just about ok. Remember, 90% attendance means a half day off A WEEK. This will have an impact on learning.

Below 90% is classed as 'Persistent absence' by the Government and could result in actions by the school or education welfare service. The sort of questions in the Progress section are equally applicable about attendance too.

Exclusions

'Fixed term' (FTE) can be half a day up to a maximum of three weeks. The most common is 2-5 days depending on the incident. Beware schools doing unofficial (illegal) exclusions but calling the parents and asking them to keep X at home for now. An exclusion has to be backed up in writing and for a FTE the school has to send work home or make it available on-line. There should always be a return to school meeting on return, with all parties.

A 'permanent' (PEX) exclusion has to be ratified in a meeting with Governors. Parent / corporate must be invited and a pack of information sent. It's rare for Governors not to uphold the decision of the HT.

It is always better to try to avoid exclusions and often it is clear that a PEX might be on the horizon if there has been a series of FTEs. Working *with* the school rather than against it will be more successful. Here are some questions to ask of the school (and parents too)

- What has the school noticed about the behaviour? What triggers it? is it specific teachers or pupils or times/days that make it worse [often after contact!].
- What is the school doing to try to *understand and change* the behaviour instead of just seeing the YP as the problem to be got rid of?
- Are there unmet additional needs? Should a referral be made to the termly Early Intervention Team meeting (EIT)? Or maybe CAMHS?
- Could some respite be a way forward – moving to a different class or even education setting (PRU perhaps) for some breathing space?
- If problems persist and everything has been tried then maybe a change of school is a way forward – but in a managed way and not through a PEX.
- Ask the school what extra support might be needed. Examples would be mentoring, therapy, Ed Psych assessments etc.
-

If a school insists on a PEX then they are responsible for sending work home for the first 5 days. From day 6 onwards it is the responsibility of the local authority to provide education until another school is found or the exclusion is overturned. For looked after children this applies from day one.

Who can help?

- Our behaviour and attendance advisor on 4412 or exclusions officer on 4234
- For looked after children the Deputy head of the virtual school on 5209

March 2018