

Language/ key terminology/ phrases to be aware of/ use when talking to external visitors... i.e. Ofsted

- New Ofsted 'judgements' (*When Ofsted inspect us they will look at...*)

'Quality of Education' (Intent/ Implementation/ Impact)

'Behaviour and attitudes'

'Personal Development'

'Leadership and Management'

- The three 'I's –

INTENT - the objective that you set out that you want to achieve

IMPLEMENTATION - How are we going to carry out the intention?

IMPACT - what have the children learnt by carrying out the objective? What **IMPACT** has the 'teaching' had on their learning development?

- **Cultural Capital** - is the essential knowledge that children need to prepare them for future successes. *Example - do we know that all children have a garden? If they do not, what experiences are we giving them to extend their experiences/ development in the outside area?*

(**REMEMBER** - The child is at the centre of their own jigsaw puzzle – we are providing the pieces of puzzle (the 'teaching') to help build/ extend their knowledge)

- **'Awe'** and **'Wonder'** – there is so much awe and wonder to our world, let's share it. Be passionate about what you are teaching and sharing with children
- **Increasing vocabulary** – literacy/ singing/ flashcards/ story telling/ show and tell/ circle time – all these are great opportunities to increase a child's vocabulary/ sounds and pronunciation/ developing conversations

- **‘Learning Walk’** – Set within an Ofsted inspection, essentially between the inspector and the manager/ deputy manager. A detailed show around the setting – explaining everything we do with and for the children.

Ofsted will talk to you also – do not be afraid to answer! You know it – you now have to confidently talk things through.

‘Sing your song – and sing it well!’

- **‘Quality of interactions’** – How we interact with the children. Are we patient? Are we at their level? Are we asking open ended questions? (‘How’/ ‘what would happen if...’ etc).
- **British Values** – Compromising of **‘Democracy’, the rule of law, individual liberty, mutual respect**. In simple turns – it’s equality and inclusion/ being respectful of varying cultures and faiths/ honesty/ friendship/ good manners/ sharing ideas/ taking turns.

We demonstrate British values through our please and thank you song/ encouraging children in being polite to one another/ sharing and taking turns/ circle time/ sharing festivals and cultures etc. It’s how the children are to one another – to us – to their families.

- **‘Resilience’** - the capacity to recover quickly from difficulties.
- **‘Ambitious’** - having or showing a strong desire and determination to succeed
- **‘Consistently’** - that it is in every case or every occasion. It is the same approach throughout
- **‘Characteristics of effective learning’**
PLAYING AND EXPLORING – *Children investigate things/ have a go*
ACTIVE LEARNING – *Children concentrate and ‘keep on trying’ (persevering) to overcome difficulties and enjoy their achievements*
CREATING AND THINKING CRITICALLY – *Children have and develop their own ideas and develop strategies for doing things*

SAFEGUARDING/ CHILD PROTECTION – Key phrases/ terminology

- **‘Whistleblowing’** – When an employee reports suspected wrongdoing at work. i.e. covering up wrongdoing; misusing public funds; actions that negatively affect the welfare of children
- **‘Safeguarding’** – 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, taking action to enable all children to have the best outcomes
- **‘Child Protection’** - Is the **protection** of children from violence, exploitation, abuse and neglect
- **‘Physical abuse’** – Deliberately hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning or scalding, drowning or suffocating a child
- **‘Emotional abuse’** – The persistent emotional maltreatment of a child. It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child’s emotional development.
- **‘Sexual abuse’** – Any sexual activity with a child. It is possible that many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.

- **‘Neglect’** – Failing to provide for a child’s basic needs, whether it be adequate food, clothing, hygiene, supervision or shelter. It is likely to result in the serious impairment of a child’s health or development. form of abuse resulting in individuals not having access to food/ warmth/ shelter – basic needs in order to live/ thrive are not met
- **‘FGM’ (*Female Genital Mutilation*)** – a procedure where the female genitals are deliberately cut, injured or changed, but there's no medical reason for this to be done
- **‘CSE’ (*Child sexual exploitation*)** – Child sexual exploitation is a form of child sexual abuse. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology
- **‘Radicalisation/ The Prevent Duty’** – the action or process of causing someone to adopt radical positions on political or social issues.
The **Prevent duty** is the **duty** in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to **prevent** people from being drawn into terrorism
- **‘DSL’ (*Designated Safeguarding Lead*)** – It is the named person in charge of safeguarding and child protection within the setting

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