

## Terms of Reference for the Teaching and Learning Committee of the Governing Body of Federation of Stoke Hill Schools

### Membership:

Sarah Mackay

Roy Souter

Hannah McCarthy

Peter Holland

Ric Crocker

Mais Attia

Amy Bickford

Lucie Hinton

Bridget Strugnell

Associate members: *With, or without, voting rights as agreed by FGB*

Quorum *(minimum of 3 - may wish to state if headteacher needs to be present, NB the head could send 'substitute' to present information with the agreement of governors, but 'substitute' may not vote, therefore may not be quorate if head not present)*

Chair of Committee:

Clerk of Committee:

Dianne Goodwin

Meeting dates for the academic year: 2017-18

16/11/17 18/01/18 01/03/18 26/04/18 14/06/18

Agreed at meeting of the full governing body on 5<sup>th</sup> October 2017

Review date *(annual)*

## **The governing body responsibilities for teaching and learning including links with parents**

The governing body is the strategic lead for the school and has a vital role to play in making sure every child gets the best possible education. For maintained schools this is reflected in the law, which states that the purpose of maintained school governing bodies is to 'conduct the school with a view to promoting high standards of educational achievement at the school'. The Governors' Handbook, September 2014 also states that one of the core functions of the governing body is: 'Holding the headteacher to account for the educational performance of the school and its pupils'. They should do this by making sure they have at least one governor with specific skills and experience of performance data, and by asking questions such as:

- Which groups of pupils are the highest and lowest performing, and why? Do you have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is your strategy for improving the areas of weakest performance?
- How are you going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?
- Have your decisions been made with reference to external evidence, such as Ofsted's Data Dashboard, RAISEonline, Fischer Family Trust etc. How will you know if your approach is working? Will the impact of decisions and interventions be monitored and supported?
- Is this a happy school with a positive learning culture? What is our track record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What are we doing to address any current issues, and how we will know if it is working?
- How good is our wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?
- Do we listen to what pupils and parents are telling us?

Many governors may not be familiar with looking at and understanding data. There is a large volume of data available. It is essential that every governing body have at least one governor with the skills to understand and interpret the full detail of the performance data available. These governors should make sure that the wider governing body has a correct understanding of the school's performance. They should identify from the data the issues that most need to be discussed. Other governors should learn from them and undertake any available training opportunities to improve their confidence and skills in looking at data.

## **Best Value**

The governing body will ensure the principles of Best Value are followed when making decisions. The principles of best value are:

- Challenge – why, how and by whom an activity is carried out;
- Compare – performance against other schools and between parts of each school;
- Consult – involving stakeholders, especially pupils and parents;
- Compete – as a means of securing efficient and effective services.

**Withdrawal** Any person employed to work at the school, other than the headteacher, must withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. The Headteacher must withdraw if his or her pay or performance is being discussed. Any governor or associate member must withdraw where there may be a conflict of interests with items declared on the 'Register of Business Interests' form.

### **Matters of Urgency**

These may be dealt with by the chair of governors, chair of the committee and headteacher and reported to the next meeting of the committee or full governing body.

### **Delegation**

Governing bodies may use their powers to delegate functions and decisions to committees or individual governors. It is the overall governing body, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governors' Handbook, September 2014.)

### **Levels of Delegation - Decision or Recommendation**

D = **decision** to be taken by the committee and reported to the full governing body in the minutes.

R = the committee to make a **recommendation** to the full governing body, who will make the decision.

*Note from Governor Support: The level of delegated decision making given to a committee needs to be agreed by the full governing body. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the committee making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the committee and the full governing body. All delegated decisions must be reported to the full governing body through the minutes from the committee.*

## **Curriculum.**

### **Policies and Documents delegated to this committee**

- Collective Worship Policy (Recommended)
- Sex and Relationships (Sex Education) Policy (Statutory) (Not Nursery Schools)
- Governor Visits Policy & Protocol
- Curriculum information published on school website (Statutory)

### **Duties which are delegated to this committee:**

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To monitor the implementation of changes to the school curriculum in line with national and local guidelines, legislation and requirements	D
To evaluate information from the head, subject leaders and staff about how the curriculum is taught, evaluated and resourced, report to full governing body	D
To agree the policies for sex & relationships and collective worship	D
To agree the arrangements for educational visits and ensure that they are in line with current Devon County Council guidance (link to Health and Safety)	D
To develop and review a monitoring procedure and cycle for governors focussing on specific areas of the curriculum, linked to the School Improvement Plan. Link to an agreed programme of governor visits	R

at full governing body level	
To establish/recommend as appropriate the policy and protocol for governor visits to the school. Ensure all governors are aware of and following the agreed structure by monitoring its implementation.	D
To ensure the continued knowledge and understanding of governors in respect of the National Curriculum	D
To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including gifted and talented children	D
To ensure statutory information relating to the curriculum is published on the school website including: <ul style="list-style-type: none"> <li>The content of the curriculum by academic year and subject</li> <li>How parents (including prospective parents) can obtain further information in relation to the curriculum</li> <li>Key Stage 1 phonics and reading schemes in operation</li> <li>Key Stage 4 list of courses leading to GCSE</li> <li>Key Stage 4 list of other courses offered and the qualifications which may be acquired</li> </ul>	D
Review & recommend term dates including non-pupil and inset days	R

## Inclusion / SEN

### Policies and Documents delegated to this committee:

- SEND Policy (Statutory)
- Information relating to SEN provision published on school website (Statutory)
- Equality Policy (or information) and Equality Objectives (Statutory)
- Supporting Pupils at School with Medical Conditions Policy (Statutory)
- Education of Children in Care Policy
- Behaviour Policy & Behaviour Principles (Statutory)
- Attendance Policy
- Child Protection Policy (Statutory) (including Cyber Bullying and e-safety strategies)
- Safeguarding Audit
- Admissions Policy VA/Foundation (including Trust) schools only (Statutory)
- Pupil Premium, information on spending published on school website (Statutory)
- P E Grant, information on spending published on school website (Statutory)
- Exclusion procedures (if not included in Behaviour Policy) (Statutory)

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To ensure that the requirements of children with Special Education Needs and Disabilities are being met by developing a SEND Policy, including provision for gifted and talented children to recommend to the full governing body. Highlight any resourcing/finance/staffing issues to the Resources committee	R
Monitor the implementation and effectiveness of the agreed SEND policy and report to full governing body. Ensure relevant information relating to SEN is published on the school website.	D
To ensure the needs of <i>all</i> pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups. (Including: children in care; children with medical needs in school; children with English as a second language;	D

children who attract additional funding – such as Pupil Premium, Sports Grant, Free School Meals - ; ethnic minority and traveller children; forces children etc.)	
Ensure that governors involved with SEND monitoring have current valid training to support their role.	D
To ensure that the school meets the statutory requirements relating to equality legislation including providing information (or an agreed policy) on the school website to comply with the Public Sector Equality Duty.	D
To ensure the governing body meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority. (The LA has a legal duty to involve parents, children & young people in the development of the local offer, i.e. what can be expected for all children & young people with SEND)	D
Ensure an attendance register is taken daily at school. Monitor pupil attendance and set targets as necessary. Review and evaluate progress towards these targets. Monitor exclusion procedures and exclusion data, including pupils on a part time curriculum. Have due regard for children potentially missing from education. Review the Attendance Policy.	D
To review and agree, with the headteacher, the Behaviour Policy and Behaviour Principles. Ensure the Policy and relevant information is published on the school website and there is continuity of application throughout the school.	D
To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies) on an annual basis. Monitor and evaluate implementation of the policy and report any concerns/ areas for improvement to the full governing body.	D
To ensure that the annual Safeguarding Audit, as requested by the Education Welfare Service, is completed and submitted (Autumn term)	D

## School Improvement

### Policies and Documents delegated to this committee:

- Results – the most recent Key Stage 2 results to be published on school website (Statutory)
- Ofsted Report, or a link to it, published on school website (Statutory)
- Performance tables, link to the DfE website available on school website (Statutory)

### Duties which are delegated to this governor / this committee:

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To contribute to strategic planning within the school and to recommend the School Improvement Plan (School Development Plan) to the full governing body. Ensure that in formulating the plan Ofsted judgements, the vision for the school, current statutory responsibilities and school action plans are incorporated.	R
To review and evaluate the success and impact of the School Improvement Plan in conjunction with the head, senior leadership team and/or subject leaders, in accordance with the agreed formal monitoring arrangements. To identify areas for additional support/intervention and recommend allocation of resources, report to full governing body.	R
To review and interrogate the external data available for the school and report/explain key messages, including benchmarking information, to the governing body. Ensure that governors involved with data analysis have current valid training to support their role. Ensure there a link to the DfE school performance table website on the school website.	D
Recommend annual targets for pupil progression and attainment to the governing body; monitor and evaluate progress towards these targets and identify areas which require intervention.	R
To ensure the continued knowledge and understanding of governors in respect of the Ofsted inspection framework including any changes since the school was last inspected and statutory responsibilities..	D
To ensure that the schools' most recent Ofsted report, or a link to it, is available on the school website. Ensure that the governing body is aware of the key findings of the most recent report and monitor	D

actions being taken and progress relating to areas for improvement.	
To analyse Key Stage 2 or Key Stage 4 data and results, including benchmarking, and report to the full governing body. Ensure that the most recent results are published on the school website in line with statutory requirements.	D

## Community and Parent Links

### Policies and Documents delegated to this governor / this committee:

- Complaints Procedure (Statutory)
- Data Protection Policy (Statutory)
- Freedom of Information Publication Scheme (Statutory)
- Statement of the school's Ethos and Values published on school website (Statutory)
- Home School Agreement (Statutory)

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To assist the headteacher in promoting good relationships and communication with parents and the wider community.	D
Ensure that the needs of stakeholders are monitored and responded to effectively with regards to duties under the Extended Services legislation. Keep services under review and make recommendations to develop and adapt services to react to changes in need.	R
To assist with and oversee the development of the school website, including ensuring statutory policies and information appears on the website in a timely manner.	D
To ensure a Complaints Procedure is in place and monitored. Review complaints and look for any common themes. Investigate any changes in practice required and recommend to the full governing body.	R
To ensure a home-school agreement is in place and monitored. Review the agreement and seek input from stakeholders (pupils; parents and carers; staff) to inform changes in the document.	D
To ensure the statutory duties relating to pupil record keeping, disclosure of information and pupil reports are fulfilled. Including reviewing and updating the Data Protection Policy and the Freedom of Information Publication Scheme, in line with statutory duties.	D
To encourage wider networking with other schools in the locality, nationally and internationally to inform and enhance opportunities for children and young people, facilitate staff development and sharing of good practice, moderation of pupils work, transition processes and benchmarking.	R