

## **CURRICULUM AND STANDARDS COMMITTEE**

### **Membership**

The Curriculum and Standards Committee shall consist of at least four governors and the Head teacher.

### **Meetings and Quorum**

The Committee shall meet once a term and otherwise, as required. The quorum for a committee meeting shall be three governors, including the Head teacher or her nominated deputy.

Any Curriculum and Standards Committee member who has a financial or other interest in a matter under discussion must withdraw from the meeting.

### **Clerk**

The Clerk to the Committee will ensure that agendas and papers for each meeting are sent out seven days in advance.

### **Terms of Reference**

#### **Policy and statutory requirements**

- (a) To ensure that the statutory requirements of the curriculum are being met and that the School Vision Plan and Action Plans address curriculum priorities.
- (b) To ensure that the school offers a broad and balanced curriculum that provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of life in modern Britain and focuses on priorities that ensure pupils make excellent progress in reading, writing and mathematics.
- (c) In consultation with the Head teacher and appropriate staff, to monitor and keep under review the Teaching and Learning Policy and the Sex and Relationships Education policy and ensure any amendments are presented to the committee for approval.
- (d) To ensure that the School meets the statutory requirements in meeting the needs of pupils with special educational needs and disabilities (SEND); also to ensure the SEND Report is reviewed and presented to the Full Governing Body annually for approval and is published on the school website in an accessible format.
- (e) To monitor the impact of the Equality Policy in relation to teaching and learning, curriculum, assessment, achievement and progress.

#### **Curriculum Provision**

- (f) To monitor:
  - (i) the impact of intervention strategies and additional support;
  - (ii) the effectiveness of assessment techniques, including assessment for learning;
  - (iii) the impact of provision for disabled pupils and those with special educational needs (SEN);
  - (iv) the impact of provision for different groups of pupils, including vulnerable children and looked after children, those eligible for the pupil premium and other such resources, Gifted, Talented and Able pupils;

- (v) the effectiveness of the quality of teaching and learning and in particular in reading, writing, communication and mathematics;
  - (vi) the effectiveness of the quality of early years (EYFS) provision;
  - (vii) the effectiveness of partnerships with other schools, external agencies and the community (including business) in improving the school, extending the curriculum and increasing the range and quality learning opportunities.
- (g) To monitor the spiritual, moral, social and cultural development of all pupils and ensure that this promotes tolerance of and respect for people of all faiths (and none), cultures and lifestyles.

### **Pupil Performance**

- (h) To monitor pupil performance, as follows:
- (i) scrutinise RAISE\_online data, local and school data, the data dashboard and the effectiveness of data tracking in monitoring pupil progress;
  - (ii) in consultation with the Head teacher, set targets for national curriculum tests and public examinations and assess the school's progress against Government floor standards;
  - (iii) review pupil progress (three year trends) taking account of value-added indices for the school overall and for different groups (including those who have special educational needs or attend off-site alternative provision, disabled pupils, disadvantaged pupils and the most able) and subjects, including those who have received intervention/additional support, those who joined the school after the normal phase transfer time, together with expected rates of progress;
  - (iv) where applicable, review information on the proportion of pupils attaining particular standards against national averages (three year trends), with a focus on pupil attainment in reading, writing and mathematics, the outcome of most recent phonic screening check, average point scores, Early Years Foundation Stage Profile data;
  - (iv) scrutinise External Adviser reports.
- (j) To ensure that the pupil premium and other resources are used to overcome barriers to learning, including reading, writing and mathematics.
- (k) To ensure that parents are kept informed of pupil progress in accordance with statutory requirements.

### **General**

- (l) To allocate governors to Phase Teams in order to achieve the overall aims and delegated tasks of the Curriculum and Standards Committee, in particular curriculum provision and pupil performance/assessment.
- (m) To ensure that methods of self-evaluation are robust and underpin actions and plans that focus on areas requiring improvement and are regularly updated to reflect information on curriculum and standards.
- (n) To ensure policies delegated to this committee by the governing body (as set out in the policy schedule) are reviewed, updated and approved.
- (o) To report the Committee's resolutions and recommendations to the next full meeting of the governing body.

- (p) To keep the terms of reference under review and recommend any changes to the governing body prior to the annual review of committees.
- (q) To determine any other matters referred to the Committee by the governing body.