

SOUTH DARLEY C.E.
PRIMARY SCHOOL



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SOUTH DARLEY C of E PRIMARY SCHOOL

GOVERNING BODY TERMS OF REFERENCE – STANDARDS AND ACHIEVEMENT

Person/Committee responsible for reviewing/updating this plan	Full Governing Body
Policy Number	PN250
Date First Issued	21.09.15
Date of Next Review	Term 1 2022

Date of Review	Governors Meeting Reference Number	Approved by name	Comments
21.09.2015	FGM21092015.6.4	A Jordan	
26.09.2016	FGB26092016.7.4	A Jordan	
25.09.17	FGB25092017.8.5	K Dean	
01.10.18	FGB01102018.8.5	K Dean	
18.11.2019	FGB18112019.9.1	K Dean	
12.10.20	FGB12102020.10.2	K Dean	
11.10.21	FGB11102021.11.4.2	K Dean	

STANDARDS AND ACHIEVEMENT COMMITTEE

Composition

The Standards and Achievement Committee must have a minimum of four members of the Governing Body including the Headteacher. The committee membership will be reviewed by the Governing Body at the beginning of each academic year and a Chair appointed at the first meeting. The Governing Body may remove the Chair of the committee from office at any time.

A written record should be kept of the meeting of the committee including details of those present. These minutes should be submitted to the next full Governing Body meeting through the Clerk to the Governing Body.

A minimum of three meetings should be held during an academic year with dates set during the first Full Governing Body Meeting of the year. Additional meetings shall be convened at the request of the Chair, the Head or any two of the members of the committee. Every member of the committee and the Head shall be given at least seven days clear notice of the committee meeting.

Quorum

The quorum for a meeting of the committee shall be no less than three members of the Governing Body.

Terms of Reference

1. To review the school's teaching and learning and curriculum-related policies each year and make recommendations to the Governing Body for change.
2. To plan, monitor and review the academic and pastoral arrangements of the school in order to ensure that the school maintains and delivers a broad and balanced curriculum in keeping with aims of the school.
3. To monitor the provision of the National Curriculum and its assessment procedures in line with the legal framework.
4. To ensure that the school leadership has appropriate systems for monitoring and evaluating the quality of teaching and learning in the school.
5. To agree priorities for curriculum development and teaching and learning through critical discussion of SE (Self Evaluation) in collaboration with Head and staff. To ensure governors have an awareness of the barriers to learning specific to the school, eg: attendance, behaviour etc. and can evaluate the strategies employed to overcome such barriers.

6. To receive reports on and critically discuss the effectiveness of all the school's teaching and learning and curriculum and assessment policies, taking account of statutory guidance where appropriate; this will include the impact of the Pupil Premium and Sports Premium. To make representations to the full Governing Body for changes as necessary, including:

- i) the provision for collective worship and RE in line with the locally agreed syllabus
- ii) the school's policy on sex education (non-statutory)
- iii) the school's policy on special educational needs; and
- iv) the school's policy for PSHE and Citizenship (non-statutory)
- v) the other subjects taught in school' or 'any part of the school curriculum'

7. To ensure governors have a clear understanding of the school's performance data and an accurate view of how well pupils and groups of pupils are achieving compared with those in other similar schools and nationally.

8. To ensure pupils are making appropriate progress towards targets. This may include discussion of performance data including the Ofsted School Data Dashboard, RAISEonline, the LA Databook, Fischer Family Trust (FFT) dashboards and the school's own tracking data.

9. To consult with and provide information to parents and the wider community on matters relating to teaching and learning and the curriculum.

10. To ensure all pupils, particularly those in vulnerable groups (pupils entitled to pupil premium), (SEN&D - Special Education Needs and Disability) etc, make good progress in relation to individual needs and abilities through flexible and effective use of the resources available to the school. To ensure that expectations for learning for all groups of pupils are high and pupils participate fully in all aspects of school life.

11. To consider and give advice on any matter involving the curriculum referred to it by the Governing Body.