



Sedbergh Primary School

Terms of Reference for the Curriculum and Staffing Committee

Agreed by the Governing Body on 16.09.2021

General Terms

- To act on matters delegated by the full governing body.
- To liaise and consult with the Finance & Resources committee where necessary.
- To monitor and challenge the school's progress with implementing the School Development Plan (SDP).
- To receive governors' monitoring reports and consider any further actions.
- To consider safeguarding and equalities implications when undertaking all committee functions.

Quorum

- This must be not less than three governor members of the committee.

Meetings

- The committee will meet at least 3 times a year, to include once termly and at other times deemed necessary.
- In the absence of the chair, the committee shall choose an acting chair for that meeting from among their number.
- In the absence of the clerk the committee shall choose a clerk for that meeting from among their number (someone who is not the headteacher).
- The draft minutes of each meeting will be circulated with the agenda for the next ordinary meeting of the full governing body and will be presented at that meeting by the chair (or in his/her absence another member of the committee).
- Any decisions taken must be determined by a majority of votes of committee members present.

Curriculum planning and delivery

- To review, monitor and evaluate the curriculum offer.
- To develop and review policies identified within the school's policy review programme and in accordance with its delegated powers (e.g. sex education and pupil behaviour/discipline).
- To ensure that the requirements of children with special needs are met, as laid out in the Code of Practice, and receive termly reports from the SENCO and an annual report from the SEND governor.

Assessment and improvement

- To monitor and evaluate the impact of quality of teaching on rates of pupil progress and standards of achievement.
- To monitor and evaluate rates of progress and standards of achievement by pupils, including any underachieving groups.
- To monitor and evaluate the impact of continuing professional development on improving staff performance.
- To monitor and evaluate provision for all groups of vulnerable children.

Staffing

- To ensure that the school is staffed sufficiently for the effective operation of the school.
- To establish and oversee the operation of the school's Appraisal Policy - including the arrangements and operation of the school's appraisal procedures for the Headteacher.

- To ensure that staffing procedures (including recruitment procedures) follow equalities legislation, ensuring that they conform with safer recruitment practice, and to review these procedures as necessary.
- To annually review procedures for dealing with staff discipline and grievances and make recommendations to the governing body for approval.

School Improvement Plan - Key Areas of Development

1. Reconnection

- To reconnect children with their learning in a positive and developmental manner.
- To rapidly and accurately assess knowledge, skills and understanding.
- To plan learning that builds on children's current knowledge and re-engages them with the school curriculum, building on what they already know and can do.
- To deploy provision and support in school to actively meet learners' needs and, in particular, ensure that vulnerable members of the school community are not further disadvantaged as the school year progresses.

2. Curriculum

- To ensure that our curriculum has appropriate breadth, coherence and sequencing for children as they journey through our school, building on their learning to achieve the ambitions outlined in our intent - Implementation
- To develop assessment processes that accurately evidence and measure the way in which our curriculum ensures that children achieve our planned goals as outlined in our intent. In addition, to implement manageable strategies that help us to modify and develop our curriculum to further meet these aims – to understand our impact
- To ensure our Health Education and Relationship Education meet statutory requirements and adequately support children in their journey to adulthood and success.

3. Leadership

- To develop leaders who actively promote their subject and areas of responsibility and understand fully the contribution their subject makes to the learning journey and experiences of children in our school, progressing towards our curriculum intent, our vision for their futures.

4. 'Mastery' in Maths

- To further embed approaches to mastery teaching in school, enabling children to tackle mathematical challenges with increasing confidence and flexibility of thought.

To support progress in these Key Areas Governors will:

- Ensure that all targets for improvements have a proposed time scale so that governors and subject leaders can easily see whether they are ahead, on or behind schedule in meeting them.
- Allocate additional time to both class teachers and subject leaders so that they are able to monitor and lead improvements in teaching and learning effectively.
- Maintain and monitor a detailed cycle of assessment, monitoring and evaluation.