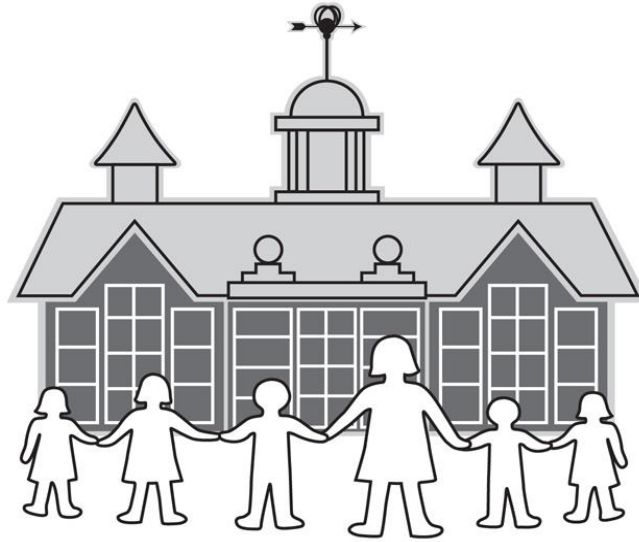


# North Ealing Primary School



## Terms of Reference Curriculum & Standards Committee

Committee with oversight for this policy – Curriculum & Standards	
Policy to be approved by the Full Governing Body	
Policy last reviewed by the Curriculum & Standards Committee	18/11/2015
Policy last ratified and adopted by Full Governing Body	02/12/2015
Policy / Document due for review	Autumn 2016

# North Ealing Primary School

## Terms of Reference – Curriculum & Standards Committee

### **Curriculum overview**

The school curriculum comprises all Teaching and Learning and other experiences that each school provides for its pupils. For maintained schools (except special schools established in a hospital) this includes the National Curriculum, religious education, collective worship, sex education and careers education

### **Mission statement**

To ensure the Teaching and Learning maximizes the potential of all pupils in the school community through a broad and balanced curriculum

### **Roles and Responsibilities**

The responsibilities for the curriculum are shared between the Headteacher, the governing body, the LA and the Secretary of State for Education. Within this, the governing body has an extensive range of responsibilities (see appendix I) that they share with the Headteacher. Although not a statutory requirement, the governing body may wish to appoint governors with specific roles in relation to their collective responsibility for the curriculum including curriculum complaints committee, literacy governor, numeracy governor, curriculum subject governors. The governing body may feel it appropriate to receive reports from their curriculum committee and/or governors at their regular meetings

### **Membership**

The committee shall consist of not less than 5 members comprising at least 2 parent governors, 2 community governors and 1 teaching staff agreed annually by the Full Governing Body at the Autumn Term meeting.

Members of the Governing Body who are not directly in membership of the committee may be permitted to attend.

Other professionals e.g. Staff Members, LA, etc. may be invited to attend the committee meeting in order to advise or give a presentation but shall not have any voting rights.

Quorum to elect the Chair to the committee shall be half of the committee.

Quorum to conduct normal business on behalf of the full governing body shall be 3 members of the committee.

### **Meetings**

Meetings will not be open to the Public

The committee shall meet no less than once every term.

Meeting notes shall be taken by the clerk.

### **Terms of Reference**

1. Ensure appropriate governance of the committee
  - a. Elect a chair annually (autumn term)
  - b. Review and ensure balanced membership annually (autumn term)
  - c. Review and agree the terms of reference annually (autumn term)
  - d. Implement an action-orientated minute taking / approval process

2. Curriculum Performance – Planning
  - a. Receive, review (if required, with as much detail as that provided to the Link Officer) and recommend annually to Governors the Key Stage 1 and 2 performance targets for the next school year
  - b. Receive, review and recommend annually to governors other curriculum objectives / targets for the next school year (spring term)
  - c. Receive and review annually a statement of the curriculum to be taught next year highlighting any statutory requirement (spring term)
  - d. Receive, review and recommend annually curriculum budget & resource requirements for the next school year to the Finance Committee (spring term). This process should be tightly aligned to the Phase reviews this process should also clearly flag to governors (i) the needs of individual curriculum areas in absolute terms and against the school priorities (cf. SDP) and (ii) what prioritisation, if necessary, should take place
  - e. Receive and review, annually, school strategies / plans (as appropriate) in relation to forthcoming (3 year horizon) changes to the National Curriculum and National Key Stages testing regime (summer term)
  - f. Establish / review a priority-based curriculum policy review rota (summer term)
3. Curriculum Performance – Delivery
  - a. Receive and review annually a report showing actual provision of religious education and daily collective worship vs. both national and LA guidelines
  - b. Receive and review a report showing how teaching has actually been modified in accordance with any changes made to the National Curriculum and National Key Stages testing regime
  - c. Actively engage with the school via activities such as visits, visiting relevant lessons and meeting with staff, parents and pupils as required and appropriate
  - d. Review curriculum & Standards Committee policies in line with the agreed rota and according to a process to be agreed between the curriculum & Standards Committee and the school.
  - e. Receive Phase reports
  - f. Ensure the implementation of the English, Math's, PSHE, SEN policies is given particular attention according to a process to be agreed between the curriculum & Standards committee and the school (inc. school reports, link governors etc)
4. Curriculum performance – Assessment & improvement
  - a. Receive notice of termly meetings between the Link Officer and the school, and endeavour for either the chair or a chair-nominated committee member to attend
  - b. Receive and review the Phase Leader reports on actual progress v targets and progress toward development plan objectives as set out in Appendix II.
5. Curriculum performance – Engagement with parents
  - a. Ensure the school meets its legal requirement to report Key Stage 2 test results to parents and prospective parents

- b. Ensure parents are informed of the curriculum delivered at the school and that relevant information is available to parents both on paper, the school website (School Prospectus and School Profile) and through Fronter
- c. Define and review annually with the school the scope of engagement with parents on curriculum matters (e.g. homework, new teaching frameworks, school performance assessment etc), the role of the school vs. that of governors in engaging with parents, and together determine appropriate activities (e.g. curriculum evenings, website, clinics)
- d. Deal with enquiries about the curriculum in conjunction with the Head and staff in accordance with LA procedures

## Appendix I - Responsibilities of Governors regarding Curriculum

- Considering, agreeing and monitoring the implementation of a curriculum policy, prepared by the Headteacher
- Ensuring that the school provides a balanced and broadly based curriculum
- Ensuring that the National Curriculum is taught
- Ensuring that sufficient lesson time is provided for pupils to cover the National Curriculum and other statutory requirements
- Ensuring that teachers do not promote one-sided political views when teaching any subject
- Ensuring that only approved external qualifications and syllabuses are offered to pupils of compulsory school age
- Carrying out assessments (Foundation, Key Stage and GCSE as appropriate)
- Ensuring that the Headteacher sends foundation stage profile results, Key Stage 1 tasks, tests and teacher assessments results to the LA (primary schools)
- Ensure that the school prepare a written statement of their policy on sex education which must be freely available to parents
- Deciding whether sex education should be included in their school's curriculum and, if so, what it should consist of and how it should be organised
- Ensuring that any sex education is provided in a way that encourages pupils to consider morals and the value of family life and that pupils are taught the importance of marriage
- Considering drawing up a school policy on preventing drug misuse
- Consulting with the Headteacher on arrangements for daily collective worship
- Considering complaints in relation to the curriculum in line with their LA's policies on curriculum complaints

## Appendix 2

### **Phase reviews should include:**

- Number of LACs
- Number of SEN (and need)
- Number CP
- Number FSM
- Number G&T
- Gender breakdown
- Ethnicity breakdown
- Number of pupils at / on / below target
- Interventions in place (www/ebi)
- Progress towards development plans (www/ebi)
- Future plans for improvement
- Training / resource needs
- Report on QA / monitoring
- Future plans for QA / monitoring
- Enrichment / cross curricular projects (www/ebi)
- Transition (www/ebi)
- Student voice (are they happy? what do they like? www/ebi)