

**Portesbery School Governing Body**  
**Children and Learning Committee: terms of reference**

- **To be familiar with the school's curriculum**
  - Knowledge of framework of curriculum to be delivered at each Key Stage
  - Ensure that National Curriculum requirements are included
  - Awareness of long term planning and how class teams deliver curriculum
  - Challenge school when changes are suggested/made to curriculum
- **To monitor and sanction educational visits**
  - Chair to ensure that education off site meets regulations
  - Be informed of residential visits, approve funding where necessary (Resources Committee) and challenge educational reasons for visit
- **To focus on areas of the curriculum in accordance with the SDP**
  - Ask questions on progress of issues identified in SDP
  - How evaluation taking place
  - Need for resourcing
  - Invite key staff to afternoon meeting to inform committee
- **To address specifically the policy and provision of sex education and for collective religious worship and RE and to make recommendations as necessary**
  - Annual review of policy
  - Check policy documents and challenge any suggested changes
  - Check all key aspects are addressed in documents
- **To involve governors in active monitoring of the curriculum on a regular basis through a programme of planned classroom visits**
  - Governors arrange visits to class activities where possible linked to SDP or aspects of curriculum that have interest in
  - Visit to observe specific developments
  - Follow agreed process of monitoring
  - Complete paperwork by agreement
  - Visits help to inform and provide opportunities to challenge at governors meetings (linked to conditions in classrooms, resourcing – but not individual teachers/TAs)
- **To ensure the maintenance of up to date curriculum documentation within school**
  - With exception of specific items our role is to ask if curriculum documents have been updated. We may ask to see them with a view to general comment but the school has ownership on this aspect
  - Ask that teams are following the agreed documents
- **To ensure governor association with INSET days to monitor staff development and effectiveness of staff training**
  - Awareness of INSET dates and activities
  - Attend when possible, join in activities
  - Awareness of programme of CDP for all
  - Is it value for money?
  - Has it been effective
  - Have all been able to access

- **To consider curriculum and staff development issues for inclusion in SDP and the school budget**
  - Challenge changes – can we afford them?
  - Ask questions – why this change, will pupils benefit from this change?
  - Discuss with relevant member of staff
- **To analyse local and national statistical data and in Autumn Term each year review and discuss P levels results for the current year**
  - Receive school assessment report
  - To have an overview of all items that contribute towards each pupil's progress reports
  - Challenge aspects of report – numbers not progressing, what is good and above, how do teams utilise report, parents' involvement/understanding
- **To play a major role in the school's evaluation**
  - Self evaluation of governors role
  - Carry out SWOT type analysis annually to assist in the SDP
  - Regular evaluation of whole plan at committee level
  - Be part of whole school annual evaluation
  - Survey parents/staff

**Terms of reference to be reviewed annually.**

**Chair of the committee: Mrs Jane Vaughan**

**Clerk to the committee: Mr Christopher Thomas**

**Quorum: Minimum of three**

**Terms of reference reviewed on 24th November 2016**

**Next review: Autumn term 2017**