

**Terms of Reference for the Teaching and Learning Committee
of the Governing Board of Bishopsteignton Primary School
2018-2019**

**Unique I/D
5-17b**

(for Unique I/D source, refer to School Policy Control Register)

Membership (the quorum for a meeting shall be three)

<u>Name</u>	<u>Category of Governor</u>	<u>Role(s)</u>
Graham Hooker	Co-opted	Chair / Devon Association of Governors (DAG) / Community link
Sarah Sutton	Parent	Special needs (Inclusion) and Pupil Premium
Carol Roberts	Local Authority	Safeguarding / Equalities Lead
Dave Killoran	Head Teacher	
Kate Reddaway	Associate	
Geoff Jones	None	Clerk of Committee
Meeting dates for the academic year:	15 October 2018 04 December 2018 05 February 2019 05 March 2019 07 May 2019 25 June 2019	

Agreed at the Full Governing Board meeting on 17 Sept 2018, the T & L Committee meeting on 15 Oct 2018 and the T & L Committee meeting on 05 February 2019

Review date: Sept 2019

Matters of Urgency

These may be dealt with by the chair of governors, chair of the committee and head teacher and reported to the next meeting of the committee or full governing board.

Levels of Delegation - Decision or Recommendation

D = **decision** to be taken by the committee and reported to the full governing board in the minutes.

R = the committee to make a **recommendation** to the full governing board, who will make the decision.

L = lead governor to make a **decision**, keeping the T & L chair informed, and updating the T & L committee at the next committee meeting. Reported to the full governing board in the minutes.

Note from The Governance Consultancy Team: The level of delegated decision making given to a committee needs to be agreed by the full governing board. Full delegation (within legal requirements) is suggested within these terms of reference, but you may wish to set different levels with the committee making more recommendations and fewer decisions. Whatever you decide, make sure there is no duplication between the work of the committee and the full governing board. All delegated decisions must be reported to the full governing board through the minutes from the committee

Policies, Documents and Information delegated to this committee

(For Unique I/D source refer to School Policy Control Register)

Unique I/D	Policy / Document / Information	Frequency of update (review cycle)	Area of responsibility
5-8	Curriculum information published on school website (Statutory - Website)	Annual or on-going	Curriculum
6-8	Sex and Relationships (Sex Education) Policy (Statutory – Website optional)	2 years	Curriculum
8-3	Collective Worship Policy (Recommended)	2 years	Curriculum
9-10	Outdoor Education, Visits and Off-Site Activities (Optional)	2 years max but also refer to policy	Curriculum

5-14	Pupil Premium, information on spending published on school website (Statutory - Website)	Annual	Inclusion / SEND
5-15	P E Grant, information on spending published on school website (Statutory - Website)	Annual	Inclusion / SEND
5-18	Information relating to SEN provision published on school website (Statutory - Website)	Annual and any changes	Inclusion / SEND
6-9	Inclusion Policy (Statutory – Website optional)	2 years	Inclusion / SEND
6-10	Supporting Pupils at School with Medical Conditions Policy (Statutory – Website optional)	Annual	Inclusion / SEND
8-4	Education of Children in Care Policy or Looked After Children (Recommended)	2 years	Inclusion / SEND

5-3	Positive Behaviour Management (Statutory - Website)	Annual	Safeguarding
5-4	Behaviour Policy & Behaviour Principles (Statutory - Website) (Note: this policy covers Exclusion Procedures)	Annual	Safeguarding
5-6 related	Safeguarding Audit (forms part of the implementation of the Safeguarding Policy which is a Headteacher/FGB responsibility and Statutory – Website)	Annual	Safeguarding
9-6	Online Safety Policy (Optional)	Annual	Safeguarding
9-8	Anti-Bullying (Optional)	Annual	Safeguarding

3-2	Induction Policy and Procedure - Staff and Employees (Optional personnel policy)	As determined by Committee	School Improvement
5-9	Equality, Diversity & Community Cohesion Policy (Statutory – Website)	4 years	School Improvement
5-10	Equality Objectives (Statutory – Website)	Annual (publish info demonstrating how equality aims are being met)	School Improvement
5-12	Ofsted Report, or a link to it, published on school website (Statutory - Website)	To be current	School Improvement
5-13	Performance tables, link to the DfE website available on school website (Statutory - Website)	To be determined	School Improvement

5-16	Results – the most recent Key Stage 2 results to be published on school website (Statutory - Website)	Annual	School Improvement
5-19	Statement of the school's Ethos and Values published on school website (Statutory - Website)	To be determined	Community and Parent Links
9-3	Governor Visits and Protocols (Optional)	3 years	Community and Parent Links
9-7	Homework Policy (Optional)	To be determined	Community and Parent Links
9-11	Home School Agreement: schools may have one, but parents are not legally bound to sign (Optional)	Annual	Community and Parent Links

The governing board responsibilities for teaching and learning including links with parents

The governing board is the strategic lead for the school and has a vital role to play in making sure every child gets the best possible education. For maintained schools this is reflected in the law, which states that the purpose of maintained school governing bodies is to 'conduct the school with a view to promoting high standards of educational achievement at the school'. The Governance Handbook also states that one of the core functions of the governing board is: 'Holding the headteacher to account for the educational performance of the school and its pupils'. They should do this by making sure that they have access to all the relevant data and that they interrogate the data by asking questions such as:

- Which groups of pupils are the highest and lowest performing, and why? Do you have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
- Which year groups or subjects get the best and worst results and why? How does this relate to the quality of teaching across the school? What is your strategy for improving the areas of weakest performance?
- How are you going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals, boys and girls, those of a particular ethnicity, and any who are currently underachieving?
- Have your decisions been made with reference to external evidence, such as Ofsted's Data Dashboard, Analyse school performance service (formerly RAISEonline), Fischer Family Trust etc. How will you know if your approach is working? Will the impact of decisions and interventions be monitored and supported?
- Is this a happy school with a positive learning culture? What is our track record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What are we doing to address any current issues, and how we will know if it is working?
- How good is our wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?
- Do we listen to what pupils and parents are telling us?

Many governor/trustees may not be familiar with looking at and understanding data. There is a large volume of data available. It is essential that every governing board have at least one governor with the skills to understand and interpret the full detail of the performance data available. These governor/trustees should make sure that the wider governing board has a correct understanding of the school's performance. They should identify from the data the issues that most need to be discussed. Other governor/trustees should learn from them and undertake any available training opportunities to improve their confidence and skills in looking at data.

Best Value

The governing board will ensure the principles of Best Value are followed when making decisions. The principles of best value are:

- Challenge – why, how and by whom an activity is carried out;
- Compare – performance against other schools and between parts of each school;
- Consult – involving stakeholders, especially pupils and parents;
- Compete – as a means of securing efficient and effective services.

Withdrawal

Any governor employed to work at the school, other than the headteacher, must withdraw from the meeting for discussions and decisions concerning the pay or performance of anyone employed at the school. The Headteacher must withdraw if his or her pay or performance is being discussed. Any governor must withdraw where there may be a conflict of interests with items declared on the ‘Register of Business Interests’ form. The clerk must withdraw for discussions relating to their own pay or performance.

Matters of Urgency

These may be dealt with by the chair of governors, chair of the committee and headteacher and reported to the next meeting of the committee or full governing board.

Delegation

Governing boards may use their powers to delegate functions and decisions to committees or individual governor/trustees. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.).

Areas of Responsibility

Curriculum

Carol Roberts and Graham Hooker

Policies, Documents and Information delegated to these governors / this committee:

See table above

Duties which are delegated to these governors / this committee:

Governing bodies may use their powers to delegate functions and decisions to committees or individual governor/trustees. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

To monitor the implementation of changes to the school curriculum in line with national and local guidelines, legislation and requirements	D
To evaluate information from the head, subject leaders and staff about how the curriculum is taught, evaluated and resourced, report to full governing board	D
To agree the policies for sex & relationships and collective worship	D
To agree the arrangements for educational visits and ensure that they are in line with current Devon County Council guidance (link to Health and Safety)	D
To ensure the continued knowledge and understanding of governors in respect of the National Curriculum	D
To ensure statutory information relating to the curriculum is published on the school website including: <ul style="list-style-type: none"> • The content of the curriculum by academic year and subject 	D

<ul style="list-style-type: none"> • How parents (including prospective parents) can obtain further information in relation to the curriculum • Key Stage 1 phonics and reading schemes in operation <p>To ensure this information is reviewed annually</p>	
Review & recommend term dates including non-pupil and inset days	R

Inclusion / SEND and Pupil Premium

Lead governor Sarah Sutton

Policies, Documents and Information delegated to this governor / this committee:

See table above

Duties which are delegated to this governor / this committee:

Governing bodies may use their powers to delegate functions and decisions to committees or individual governor/trustees. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

Inclusion/SEND

To ensure that the requirements of children with Special Education Needs and Disabilities are being met by developing a SEND Policy, including provision for gifted and talented children to recommend to the full governing board. Highlight any resourcing/finance/staffing issues to the Resources committee.	R
Monitor the implementation and effectiveness of the agreed SEND policy and report to full governing board. Ensure relevant information relating to SEN is published on the school website.	D
To ensure the needs of <i>all</i> pupils are met by ensuring the relevant policies, practices and procedures are in place and being implemented effectively for all vulnerable groups. (Including: children in care; children with medical needs in school; children with English as a second language; children who attract additional funding – such as Pupil Premium, Sports Grant, Free School Meals - ; ethnic minority and traveller children; forces children etc.)	D
Ensure that governors involved with SEND monitoring have current valid training to support their role.	D
To monitor and evaluate the provisions of the curriculum to account for the needs of children with SEND, including more able children	D
To ensure the governing board meets their statutory duty to be involved in the formulation of the 'Local Offer' with the Local Authority. (The LA has a legal duty to involve parents, children & young people in the development of the local offer, i.e. what can be expected for all children & young people with SEND)	D

Pupil Premium

The Pupil Premium Governor(s) will undertake appropriate governor training in order to fully understand their role including, where possible and appropriate, joining relevant staff training to keep updated.	D
To be familiar with the concept of the pupil premium; what it is, why it has been set in place, how it is allocated, how it is calculated, how much money is allocated to the school and which groups of pupils attract the premium. Ensure school has identified all children eligible for the pupil premium including those eligible for the early years pupil premium funding where there is a school-run nursery provision; Pupil Premium Plus for Children in Care/adopted children and Service Premium for pupils with parents in the armed forces.	D

To keep the board up to date with work undertaken by the Pupil Premium Governor through annual written reports (and whenever there is a specific need) supplied to the FGB.	D
To ensure that the school appoints a staff member as the Pupil Premium champion and provides appropriate training for this individual.	D
To act as a governor champion for disadvantaged children during board meetings and governor monitoring visits in order to ensure this remains a priority in all aspects of decision making.	D
To ensure that the school website is compliant with statutory requirements and a meaningful summary is published detailing how funding is used and the difference it is making.	D
To monitor to ensure that all staff are aware of the school's Pupil Premium strategy.	D
To work with the staff Pupil Premium champion and the leadership team to ensure that a pupil premium strategy is developed for approval by the board which: <ul style="list-style-type: none"> Identifies the barriers faced by pupils eligible for Pupil Premium funding* Gives details of how the resources are to be allocated Gives an overview of the actions to be taken Gives a summary of the expected outcomes Identifies ways of monitoring the effectiveness of these actions as they are ongoing and notes who will be responsible for ensuring that this information is passed to the Pupil Premium governor and the board Explains what will be evaluated at the end of the action and what measures of success will be applied Allows the SLT and governors to know and be able to intervene quickly if outcomes are not improving in the way that they want them to.	R
To monitor spending of the Pupil Premium, ensuring the money is spent in identifiable ways to support target groups of pupils.	D
Monitor the short term uses of the funding (e.g. with Year 6 or 11) and the longer term uses (e.g. with Year 5 or 10 and below). Is the balance right?	R
To challenge the allocation of the pupil premium grant if there is no clear audit trail evidencing appropriate use of the resources.	R
To have knowledge of what systems are in place in the school for evaluating the impact of pupil premium and how this is reported to the board.	D
To monitor the impact of funding on outcomes for children, so that academic progress is accelerated, standards of behaviour and emotional wellbeing are high and there are no gaps in attendance.	D
To understand relevant school pupil performance data that shows progress of different groups over time in order to challenge headline data for Pupil Premium pupils in all year groups across the school, not just at the end of key stages.	D
To support the school in developing positive family and community links in order to raise aspirations for pupils eligible for Pupil Premium funding and celebrate the achievement of all pupils including vulnerable groups.	D
To monitor behaviour (particularly exclusions) of pupils eligible for Pupil Premium funding and the effectiveness of action to address any identified issues or patterns. The Communications Governor carries out termly attendance checks which will include pupils eligible for Pupil Premium funding.	D
To contribute to strategic planning for future improvements to enhance the progress of disadvantaged pupils and report to the board with recommended improvements; recommend a timeline for the next pupil premium strategy review.	R

Safeguarding – Carol Roberts

Policies, Documents and Information delegated to this governor / this committee:

See table above

Duties which are delegated to this governor / this committee:

Governing bodies may use their powers to delegate functions and decisions to committees or individual governor/trustees. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

To review and agree the Child Protection Policy (including Cyber Bullying and e-safety strategies which are part of the ICT Policy) on an annual basis. Monitor and evaluate implementation of the policy and report any concerns or areas for improvement to the full governing board.	D
To ensure that the annual Safeguarding Audit, as requested by the Education Welfare Service, is completed and submitted (Autumn term)	D
To review and agree, with the headteacher, the Behaviour Policy and Behaviour Principles. Ensure the Policy and relevant information is published on the school website and there is continuity of application throughout the school.	D

School Improvement

Carol Roberts, Sarah Sutton and Graham Hooker

Policies, Documents and Information delegated to these governors / this committee:

See table above

Duties which are delegated to these governors / this committee:

Governing bodies may use their powers to delegate functions and decisions to committees or individual governor/trustees. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

To contribute to strategic planning within the school and to recommend the School Improvement Plan (School Development Plan) to the full governing board, to include identified governor/trustee monitoring and evaluation criteria. Ensure that in formulating the plan Ofsted judgements, the vision for the school, current statutory responsibilities and school action plans are incorporated.	R
To review and evaluate the success and impact of the School Improvement Plan in conjunction with the head, senior leadership team and/or subject leaders, in accordance with the agreed formal monitoring arrangements. To identify areas for additional support/intervention and recommend allocation of resources, report to full governing board.	R
To develop and review a monitoring procedure and cycle for governors focussing on specific areas of the curriculum, linked to the School Improvement Plan. Link to an agreed programme of governor visits at full governing board level	R
To review and interrogate the external data available for the school and report/explain key messages, including benchmarking information, to the governing board (Ofsted's Data Dashboard, analyse school performance) Ensure that governors involved with data analysis have current valid training to support their role. Ensure there a link to the DfE school performance table website on the school website.	D
To review and interrogate internal data	D
To ensure the continued knowledge and understanding of governors in respect of the Ofsted inspection framework including any changes since the school was last inspected and statutory responsibilities.	D

To ensure that the schools' most recent Ofsted report, or a link to it, is available on the school website. Ensure that the governing board is aware of the key findings of the most recent report and monitor actions being taken and progress relating to areas for improvement.	D
To analyse EYFS, Key Stage 1 and Key Stage 2 data and results, including benchmarking, and report to the full governing board. Ensure that the most recent results are published on the school website in line with statutory requirements.	D
Work with the Headteacher, relevant members of staff and other committees to ensure that the school is meeting the requirements of the Equality Act 2010.	L
Review and update the Equality and Diversity Policy in conjunction with other committees.	L

Community and Parent Links

Lead governor: Graham Hooker

Policies, Documents and Information delegated to this governor / this committee:

See table above

Duties which are delegated to this governor / this committee

Governing bodies may use their powers to delegate functions and decisions to committees or individual governor/trustees. It is the overall governing board, however, that in all cases remains accountable in law and to Ofsted for the exercise of its functions. (Governance Handbook.)

To assist the headteacher in promoting good relationships and communication with parents and the wider community.	D
To establish/recommend as appropriate the policy and protocol for governor visits to the school. Ensure all governors are aware of and following the agreed structure by monitoring its implementation.	D
If the school has a home-school agreement in place, review the agreement and seek input from stakeholders (pupils; parents and carers; staff) to inform changes in the document.	D
To encourage wider networking with other schools in the locality, nationally and internationally to inform and enhance opportunities for children and young people, facilitate staff development and sharing of good practice, moderation of pupils' work, transition processes and benchmarking.	R