



Kempsford Church of England School (Voluntary Controlled)

Standards Committee Terms of Reference

Category	Terms of Reference
Version	1.0
Published	19 th November 2019
Owner	Standards Committee
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This is the terms of reference for the Standards committee of the school. It is controlled by the Standards committee and approved by the full governing body.

Active

Document History

Version	Date	Comments
1.0	19 th November 2019	Initial draft version for Standards Committee

Document Control

Approved:	11 th December 2019
Signed by on behalf of the Standards Committee	
	Next scheduled review December 2020

Standards Committee

Membership

- The committee shall consist of not less than four governors including the Head Teacher or member of the senior management team with responsibility for the curriculum and pupil progress.
- The committee will elect a non-employee as Chair.
- The committee will elect a clerk.
- The committee may make recommendation to the governing body for co-option of non-governor members and may advise whether or not such members should be given a vote.

Quorum

The quorum shall be three governors, including the head or senior management team member and at least one non-employee governor.

Terms of Reference

The committee will review these terms of reference annually. The committee has responsibility to support, advise and challenge the Headteacher and governing body on matters relating to the school curriculum and pupil progress and their statutory obligations regarding the National Curriculum. The committee should seek advice from the Headteacher, SLT and external sources to further the committee's knowledge.

The committee shall seek to discharge these responsibilities through regular engagement with the school, scheduled school visits and the periodic review of school policies as detailed below.

Curriculum Provision:

1. To review and monitor the aims of our school's curriculum and the extent to which the overall curriculum:
 - embodies our school Vision and Values; and
 - is coherently sequenced and structured for progression and aspiration for all
2. To monitor the curriculum intent, breadth and depth of the 'non-core' subjects, considering:

- enabling learners to develop and discover their interests and talents;
 - helping them know how to keep physically and mentally healthy; and
 - life in modern Britain, appreciating diversity, and promoting respect for difference
3. To monitor evidence of how we support learners to develop their character – including their **resilience, confidence and independence**
 4. To support and encourage curriculum development engaging with national guidance as appropriate.
 5. To work collaboratively with the Diocesan Board of Education to support the fulfilment of its core aims and statutory responsibility for church schools.
 6. To monitor the views of pupils on the curriculum and their learning experience, supporting the school in actively responding to pupil views.

Standards of QFT:

1. To review and monitor evidence of the effectiveness of the quality first teaching, learning and assessment, with particular attention to:
 - *how well reading and early mathematics are taught in early years foundation stage and key stage 1;*
 - writing, SPAG, mathematics and Science across the school
 - the effectiveness of assessment techniques, including assessment for learning
2. To review and monitor evidence of progression, under the guidance of SLT/ subject leaders, with attention to *the progress that pupils are making in terms of **knowing more, remembering more and being able to do more***, considering the needs of all learners, including
 - ensuring that all reasonable measures are taken to ensure that pupils' SEND requirements are being met, through termly SEND reviews and including the effective deployment of the SEND Grant; and
 - the impact of provision for all pupils including vulnerable groups. This includes disadvantaged pupils, looked after children, pupil premium, SEND, EAL needs and service children.
3. To review SLT evidence of the overall quality of teaching and the progress of teaching standards across each academic year, ensuring that teaching performance is supported and challenged.

Pupil progress and performance

1. To scrutinise available national, local and school data, ensuring the FGB has an accurate and informed understanding of the strength of school and pupil progress and performance, in particular in reading, phonics, writing, SPAG mathematics, science, and early year's foundation stage profile data.
2. To review pupil progress (3 year trends) taking account of value-added indices for the school overall and for all children, including vulnerable groups. This includes disadvantaged pupils, looked after children, pupil premium, SEND, EAL needs and service children.
3. To set targets for national curriculum tests, in consultation with the Headteacher, and monitor the school's progress towards these.
4. To monitor the accuracy of school assessment data and its use, including RE assessments.
5. To ensure that the pupil premium, sports premium and other additional funding are used effectively to overcome barriers to learning, including reading, writing, mathematics and Science to liaise with the Resources Committee regarding the statement to be published on the website, particularly in relation to its impact on attainment.
6. To ensure that parents are kept informed of pupil progress in accordance with statutory requirements.
7. To scrutinise external advisor reports and monitor agreed improvement action.

Policies

The committee shall be responsible for the following policies:

- Curriculum Intent, Implementation and Impact
- Teaching & Learning
- Assessment
- Feedback and Marking