

## TEACHING AND LEARNING COMMITTEE

### Membership

The Committee will comprise up to 6 governors and where appropriate associate members to provide specific expertise and or skills. **See Annex A for voting rights of associate members.**

### School Representatives

Lead: Mr Andrew Williams

### Quorum

The quorum for meetings of the Committee is 3 governors. The meeting will not take place unless one of the headteacher's representatives or the headteacher herself is present.

### Meetings

The Committee will meet at least once a (long) term, in advance of the main governing body meeting, with additional meetings as necessary.

**Responsibilities:** all committees have the following responsibilities:

1. to receive reports from members of staff about matters relating to any of the issues listed in their terms of reference;
2. to contribute to, monitor and evaluate relevant parts of the SEF, the school improvement plan and the policies allocated to them, reporting or making recommendations to the full governing body;
3. to consider recommendations from relevant external reviews for example audit, Ofsted or other external review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the full governing body;
4. to consider the views of students when making strategic decisions that will impact on them;
5. to ensure that highly and effective and meaningful engagement takes place with staff at all levels, and that issues are identified, in particular about workload, and consistently dealt with appropriately and quickly;
6. to consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/drafting policies. **See annex A for information re the General Equality Duty;**
7. to take appropriate action on any other relevant matter referred by the governing body.

**The Teaching and Learning Committee** will monitor and evaluate student achievement and the quality of education, ensuring the school provides a high quality learning experience and delivers an aspirational, broad and balanced curriculum in keeping with the school's aims, all student needs and legal requirements.

The committee will also monitor and evaluate relevant Equality Objectives, policies, assigned sections of the SEF and linked issues in the SIP notably:

- how the school deals with its obligations in relation to the national legislation and funding agreement as an academy;

- the aspiration, breadth and balance of the curriculum, ensuring that it meets the needs of all students;
- how effectively the curriculum vision is articulated and shared: **intent**;
- how the curriculum is **implemented**; how schemes of lessons are planned to ensure effective sequencing leads to good learning;
- the **impact** of the curriculum on learning and progress
- the purpose, validity, reliability and value of the assessment system, bearing in mind staff workload;
- the performance of different groups, subjects and key stages making relevant comparisons to local and national data and analysing trends;
- the progress of DP, MAMA, boys, BAME and SEND, catch-up and any group of students that data analysis shows to be at risk of underperforming compared to students nationally;
- the effectiveness of interventions;
- provision for, progress and attainment of vulnerable groups e.g. looked after students, young carers, and the effectiveness of any intervention strategies;
- the SEN policy, monitoring provision and ensuring that the school fulfils its responsibilities for students with special educational needs and with disabilities;
- the quality of teaching and learning, and the impact of well-targeted CPD on the quality of education: how effectively it improves teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the curriculum and the appropriate use of assessment;
- the range and impact of extra-curricular activities on student learning;
- how well teaching prepares students for the next stage in their education.

### **Statutory policies and documents**

Acceptable Use Policy  
 Inclusion Policy- for presentation to FGB  
 Exams Policy

### **Non Statutory policies and documents**

Homework Policy  
 Marking Policy  
 More and Most Able Policy

### **Voting**

Every question to be decided at a committee meeting must be determined by a majority of votes of those governors and associate members present and voting. If there is an equal number of votes, the chair (or the person acting as chair), provided that he or she is a governor, has a second (or casting) vote. The committee can only vote if the majority of the committee members present are governors.

### **Voting rights of associate members on committee**

The 2013 Procedures Regulations removed the limitations on voting rights of associate members in committees. The GB has decided to exercise its option to ask associate members to withdraw when individual staff or students are being discussed.

Terms of Reference agreed on 13<sup>th</sup> September 2021

## **Annex A**

### **The General Equality Duty**

A school must have **due regard to the need to:**

- a) eliminate **discrimination**, harassment, victimisation and any other conduct that is prohibited by the Act
- b) advance **equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it.

### **Protected characteristics**

- Age (not students)
- Disability
- Ethnicity and race
- Gender
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Religion and belief
- Sexual identity and orientation

*To be reviewed September 2022*

## **Ensuring accountability**

The Governance handbook for academies, multi-academy trusts and maintained schools, published in October 2020, suggests a number of relevant questions that governors might wish to ask school leaders. The following questions are taken from section 3.3 Accountability for educational performance, paragraph 16 and section 3.5 Accountability for financial performance, paragraph 46. I have aligned them to our committee structure:

### **Teaching and learning Committee**

1. Which groups of students are the highest and lowest performing, and why? Do school leaders have credible plans for addressing underperformance or less than expected progress? How will we know that things are improving?
2. How is the school going to raise standards for all children, including the most and least able, those with special educational needs, those receiving free school meals and those who are more broadly disadvantaged, boys and girls, those of a particular ethnicity, and any who are currently underachieving?
3. 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 the strategy for improving the areas of weakest performance?
4. Have decisions relating to catch-up for students been made with reference to the best external evidence, for example, has the Education Endowment Foundation's support guide for schools and school planning guide: 2020 to 2021 been used to determine catch-up premium spending decisions? How will the board know if current approaches are working and how will the impact of decisions and interventions be monitored?
5. Is the school promoting high-quality provision across its curriculum?
6. Are senior leaders including the Deputy Headteacher i/c of this committee getting appropriate CPD?