

**George Stephenson High School
Curriculum Committee
Terms of Reference 2018**

General Terms

To act on matters delegated by the full governing body.
To liaise and consult with other committees where necessary.
To contribute to the School/Academy Improvement Plan.
To consider safeguarding and equalities implications when undertaking all committee functions.

Membership

At least three governors including the headteacher. In addition, the chair of the governing body may attend and vote as a member ex-officio (i.e. by virtue of the office).

Quorum

Three governors

Conflict of Interest

An employee should withdraw from discussion when the subject for consideration is the pay or performance of that employee or another member of staff. Withdrawal of headteacher only if the consideration is around his/her pay or performance

Meetings

Once per term with additional meetings as necessary.

The Governing body is free to determine how often the committee meets and may delegate this to the committee

The Committee meetings will not be open to the public but minutes shall be made available.

Information relating to a named person or any other matter that the committee considers confidential does not have to be made available for inspection.

In the absence of the chair, the committee shall choose an acting chair for that meeting from among their number.

The committee shall choose a clerk for that meeting from among their number (someone who is not the headteacher).

The draft minutes of each meeting will be circulated with the agenda for the next ordinary meeting of the full governing body and will be presented at that meeting by the chair (or in his/her absence another member of the committee).

Any decisions taken must be determined by a majority of votes of committee members present and voting – but no vote can be taken unless a majority of those present are governors.

Terms of Reference

- To recommend for approval to the full GB the:
Self evaluation form
School Improvement Plan
Targets for school improvement to the GB
- To ensure that the requirements of children with special needs are met, as laid out in the Code of Practice, and receive termly reports from the Headteacher/SENCO and an annual report from the SEN governor.
- To regularly review and develop the Assessment Policy and to ensure the policy is operating effectively.
- To ensure the curriculum is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain;
- To review progress in relation to the National Curriculum on a regular basis against the priorities of the School Development Plan;

- Monitor use, impact and effectiveness of Pupil Premium and other DfE funding;
- To liaise with the Headteacher/SDP/LA to agree pupil achievement targets in relation to end of key stage statutory assessments, if **delegated** to this Committee by the full Governing Body. If **not delegated** to this committee, the committee should report back to the whole governing body with recommendations for full governing body approval;
- Where instructed by the whole governing body, to review, analyse and report on progression between key stages and in relation to assessment/achievement data in consultation with the headteacher and appropriate staff members;
- To use RAISE on line and other data available to help to understand trends, strengths and weaknesses compared to other schools and to support improvement;
- To have an overview of the Foundation Stage and impact on other Key Stages;
- To monitor and evaluate pupil performance using comparative data and school pupil tracking systems (including targeted groups e.g. Disadvantaged Pupils, Looked After Children, Young Carers, Ethnic Minority, English as an Additional Language, SEN, Travellers, Refugees, Asylum Seekers, Excluded Pupils);
- To have a rolling programme of review for subject or curriculum policies, including collective worship and the provision of religious education, sex education and the delivery of PSHCE;
- To review and monitor policies and procedures that will help all children achieve their potential e.g. disadvantaged pupils, looked after children, children with special educational needs, young carers, gifted and talented, children from BME groups, etc;
- To consider curricular issues which have implications for Finance and Staffing decisions and to make recommendations to the relevant committees or the governing body;
- Monitor and review policy on educational visits and ensure that the policy is adhered to;
- To approve arrangements for pupils to be released for work experience. (High Schools only).
- To ensure that the school has appropriate arrangements in place for child protection and that all statutory and local requirements are met
- To ensure that there are systems in place to support and promote pupils' health, safety and welfare.
- To monitor attendance and lateness and their impact upon pupil achievement.
- To ensure that the school and governing body have effective systems in place to communicate with parents and to promote the school within the wider community.