



## King's Oak Primary School

### Teaching, Learning and Community Committee Terms of Reference

#### **Membership**

The first Governing Body meeting of the school year will appoint the members of each Committee. All Governors are welcome to attend any meeting of the Teaching, Learning and Community (TLC) Committee and will be free to speak on any item under discussion, but not to vote in the event of any matter being decided by vote. Other people e.g. school staff, may be invited to attend meetings of the Committee, particularly when they have responsibility for items under discussion, but they are counted as 'in attendance' only and are not members of the Committee i.e. they can debate an issue, but they are not permitted to vote.

#### **Officers**

The Chair(s) of the Committee will be appointed at the first TLC Committee meeting of the academic year and the appointment will be ratified at the next Full Governing Body meeting. If the Chair of the Committee is absent from a meeting, then a Chair will be appointed for the duration of that meeting. The Clerk to the Governing Body will normally take minutes of the Committee meetings; if the Clerk is absent, then another Governor or staff member present at the meeting will be appointed to take minutes.

#### **Quorum**

A TLC Committee meeting is quorate if there are three members, to include at least one of Chair or Vice-Chair of Governors, Chair of TLC Committee, or Headteacher in attendance.

#### **Meetings**

The TLC Committee shall meet at least once per half-term. Where necessary, due to the limitations imposed by the Covid-19 pandemic, meetings will be held virtually. Minutes shall be taken at every meeting of the Committee. The Minutes of the previous meeting shall be distributed with each Agenda, and, if agreed as a correct record, signed by the Chair of the Committee at the meeting, or in the case of virtual meetings, as soon as is practically possible.

#### **Accountability and reporting**

The Teaching, Learning and Community Committee is accountable to the Full Governing Body and reports on a half termly basis.

#### **Committee effectiveness**

An annual self-evaluation is carried out by the Full Governing Body of the work of the Governing Body and its committees.

#### **Review of Terms of Reference**

The Terms of Reference of the TLC Committee shall be reviewed annually by the Committee at the first meeting of the academic year, with any recommendations sent to the next available Full Governing Body meeting for ratification.

#### **Governor Training**

It is the responsibility of Governors to attend courses relevant to their role on the Committee.

## **Responsibilities**

The Teaching, Learning and Community Committee is responsible for discharging Governors' responsibilities with respect to School Standards, the Curriculum, Children, Families and the School and/or wider community. These responsibilities are delegated by the Governing Body.

In relation to School Standards and the Curriculum, the Committee is responsible for ensuring that the school follows the National and School Curriculum; that academic standards are met and improved; that target setting, mentoring, monitoring and evaluation takes place; that policies delegated to the Committee by the Governing Body are developed and reviewed and that the special educational needs of children are met.

In relation to Children, Families and the School and/or wider community, the Committee will oversee the school's contribution to pupil well-being and inclusion, and parental and community engagement, including the behavior and attendance of pupils and the promotion of healthy lifestyles.

The responsibilities placed on the Teaching, Learning and Community Committee are discharged by a number of means, including staff presentations, staff reports, including the termly Headteacher's report, the School Self-Evaluation Framework (SEF) and the School Improvement Plan (SIP) and by governor monitoring visits and reports.

The discharging of the above responsibilities will be assessed regularly in light of Covid-19 - both the impact of school closure from March 2020 and the continued risk of further closures throughout the year.

These Terms of Reference further define the responsibilities that have been delegated.

## **School Standards and the Curriculum**

- Review, on a regular basis, the school's curricular aims and targets, ensuring it contains breadth and balance and is impacting on pupil outcomes;
- Keep a watching brief on behalf of the Governing Body to ensure that the National Curriculum and Early Years Foundation Stage (EYFS) is being delivered in the school;
- Ensure appropriate assessment and record keeping procedures are being followed;
- Receive and discuss the School Improvement Plan and carry out monitoring of its impact;
- Review planning, provision and impact data and information termly as part of monitoring;
- Ensure the effective inclusion of all children into the curriculum and that the needs of all groups are fully met, so that children can enjoy effective, inclusive education and learning opportunities to ensure they make good progress every term;
- Monitor progress of disadvantaged, less able, SEN and disabled, EAL and BAME pupils to identify what gaps there are and how the school plans to close them;
- Monitor progress of more able pupils and how the school plans to accelerate their learning;
- Monitor the quality and impact of Phonics teaching;
- Monitor the Relationships and Sex Education Policy including whether parents are informed of their right to withdraw their children
- Ensure that the Religious Education provision meets statutory requirements
- Ensure that strategies are in place to raise achievement (progress and attainment) for all pupils;
- Monitor the quality of teaching and the actions taken by leaders to secure and sustain improvements in teaching, learning and assessment, every term;
- Monitor the Continuing Professional Development of all staff;
- Monitor the effectiveness of assessment and that this information is used to plan appropriate teaching and learning strategies and identify those pupils needing additional support, every term;
- Ensure that the school's accessibility plan is reviewed every three years
- Monitor the implementation of any policies designed to promote good behaviour and discipline and evaluate outcomes e.g. the impact on exclusions in the school;
- Monitor attendance and lateness and evaluate strategies designed to maximise attendance;

- Keep under review any trends in pupil exclusions and strategies designed to minimise exclusions;
- Monitor procedures for taking children off roll;
- Monitor the provision of extra-curricular opportunities to allow pupils to extend their knowledge and understanding across a range of activities;
- Monitor the range of the extended school offer, including after school clubs, school performances and visits, and evaluate its impact;
- Monitor and evaluate the welfare requirements of the Early Years Foundation Stage;
- Monitor how the teaching of British Values is being implemented within the school;

### **Children, Families and the Wider Community**

- Consider the requirement for a Community Engagement strategy
- Keep under review the way in which pupil views are taken into account, including the School Council;
- Ensure that parents and carers receive the results of statutory assessments and an annual report on Students' educational achievements and other information about the School;
- Monitor and evaluate parental engagement with the school including the way in which parental views are taken into account, and consider ways in which home-school links can be further developed, making appropriate recommendations;
- Monitor and evaluate the effectiveness of communications with parents including statutory requirements such as the publication of information on the school website, the complaints procedure and the home-school agreement;
- Monitor community links and community use of the school, and evaluate the school's contribution to promoting community cohesion;
- Monitor the school's approach to the wellbeing of all pupils, including their nutritional health, medical conditions and mental health

### **General**

- Ensure the school meets the requirements of legislation relating to equality and diversity, including the Equality Act
- Review and approve all statutory policies relating to the work of the Committee, and give due consideration to any other related policies.

Ratified by the Full Governing Body on: 8<sup>th</sup> October 2020

Date of next review: September 2021

Signed:

Date: