

# Standards of Learning and Teaching Committee Terms of Reference

## Eastling Primary School



The governing board will always operate in accordance with the requirements of the Education Act; the School Governance Regulations; the Local Authority Scheme for Financing Schools; the Local Authority Financial Regulations and Procedures and other relevant legislation.

These terms of reference will be reviewed at least annually.

**These documents were agreed by the board at their meeting held on: 1<sup>st</sup> December 2025**

**Next review due by: 1<sup>st</sup> December 2026**

## Terms of reference for standards of learning and teaching committee

The standards of learning and teaching committee is expected to work within the following terms of reference with a focus on monitoring the School Improvement Plan. Governors should meet with the lead professionals within the school to gain an understanding of the scope of the curriculum targets and the activities the school is conducting to achieve success.

### General

- To act on matters delegated by the board.
- To consider safeguarding, SEND, inclusion and equalities implications when undertaking all committee functions, ensuring all pupils have equal opportunities.
- To undertake monitoring visits to the school relevant to the committee's role and comply with governor visits policy.
- Meet regularly, with consideration for timing of board meetings, wellbeing of staff and governors, and timetabled relevant to school data analysis timescales e.g. 3 times per academic year.
- To ensure minutes and reports are included in FGB papers in a timely manner.
- To monitor the schools' policies in relation to the curriculum, pupil welfare and behaviour.
- Take an active role in school self-evaluation, monitoring success in all areas and identifying areas requiring improvement.
- To regularly monitor the relevant areas and milestones within the school improvement plan.
- To advise the finance, resources and personnel committee on the relative funding priorities necessary to deliver the curriculum.

### Curriculum

- To monitor how the agreed curriculum is ambitious and designed for all learners particularly the most disadvantaged and those with SEND or high needs to give them the knowledge and cultural capital they need to succeed in life.
- To ensure the curriculum is broad and balanced by understanding the intent, implementation and impact; ensuring a full curriculum is delivered.
- To ensure the British values are embedded within the curriculum.
- Ensure statutory provision of career guidance for years 8-13 by ensuring arrangements are in place to allow a range of education and training providers to access all pupils in years 8-13 to inform them about approved technical education qualifications and apprenticeships (secondary – delete as appropriate)
- To understand the performance data for the school including the vulnerable groupings.
- To ensure the specialist funding for pupil premium and PE/sports premium (primary only) have impact.
- To undertake any training (in or out of school) that is necessary to enable effective monitoring of the agreed school improvement plan and its targets.
- To evaluate the extent of success at the end of the set and agreed timescale.
- To identify and celebrate success.

### Expectations and outcomes

- To monitor pupil achievement and progress against expectations, predicted outcomes and school improvement milestones and targets.
- To monitor the impact of any extended services provided to pupils against pupil progress and achievement

### Membership of the curriculum and learning committee

|                           |                   |                   |               |
|---------------------------|-------------------|-------------------|---------------|
| Quorum:                   | 3                 |                   |               |
| Chair:                    | Scott Ryan        |                   |               |
| Vice Chair (optional):    |                   |                   |               |
| Governors                 | 1. Melanie Dale   | 2. Callum Glazier | 3. Pim Baxter |
| (insert names in spaces): | 4. Patricia Payne | 5.                | 6.            |
| Governance Professional:  | Andy Flatt        |                   |               |
|                           |                   |                   |               |