



## **Priory Church of England Primary School**

### **Terms of Reference for Teaching and Learning Committee**

#### **Scope**

The Teaching and Learning Committee is a sub-committee of the Governing Board, and has particular responsibility for oversight of the 'Quality of Education' as described in the new Ofsted Framework introduced in September 2019.<sup>1</sup>

#### **Responsibilities and Review**

Ofsted make a judgement on the 'Quality of Education' by evaluating the extent to which the intent, the implementation and the impact of teaching affect, shape and empower the learner and prepare them for the next stage of their journey through the education system. This is all in the context of 'Leadership and Management', the fourth of Ofsted's strands. The role of the Committee is not to judge in the same way, but instead to keep themselves informed by asking key questions, such as the ones outlined below.

#### Intent:

- Does the curriculum give *all* learners the knowledge and cultural capital they need to succeed in life?
  
- Is the curriculum coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment?
  
- Is the curriculum sufficiently accessible to, and does it meet the needs of all learners, including those with high levels of SEND.

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<sup>1</sup> Ofsted. (2019). The Education Inspection Framework.

### Implementation:

- Are teachers sufficiently resourced and effectively supported to deliver all areas, including those outside of their expertise?
- Is there a systematic approach to checking learner's understanding, and giving clear, direct feedback?
- Do learners remember in the long term the content they have been taught?
- Is the approach broader than assessment based?
- Is the environment sufficiently resourced so that the learner has all the tools they require to focus on learning.
- Is there a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading, including the building blocks of phonics?

### Impact:

- Are learners, as a result of developing detailed knowledge and skills across the curriculum, achieving well?
- Is this reflected in the results from national tests?

The Committee will consider relevant data (including ASP), including monitoring of progress of pupils from vulnerable groups, as well as considering the impact of strategies put in place to improve outcomes for those groups, where appropriate.

The Committee will monitor the School Development Plan (SDP) throughout the year, and will consider recommendations from external reviews, Ofsted inspections, agreeing actions identified to address any issues.

The Committee will ensure that parents are kept informed of key developments relating to the curriculum.

### Leadership and Management:

- Is all of the above shaped by vision and clear communication by the leadership and management of the school?
- Are teachers adequately resourced and supported to fulfil their role to the best of their ability?
- Is there a clear culture of learning, driven from the top, and are safeguarding measures sufficiently robust to ensure learning?

- Can we, as governors, do anything further to empower the leadership and management of the school, and in turn the teaching staff?

### **Membership**

The membership of the Committee shall amount to 4 governors, in addition to, according to availability, the Headteacher and the Deputy Headteacher. The non-staff governors shall include, as a minimum, those with responsibility for mathematics, English and EYFS.

### **Quorum**

The Committee shall be quorate if 2 governors and the Headteacher and/or the Deputy Headteacher are present.

### **Meetings**

The Committee will usually meet four times a year – once each term, with an additional meeting in Autumn 2 to consider the ASP data.