



Teaching and Learning Committee Terms of Refence

Name of school	Stonehouse Park Federation
Name of committee:	Teaching and Learning
Date agreed:	20 March 2023
Review date:	30 March 2024

Clerk:	Sarah Reis
Membership:	Six members, subject to annual review. The Head Teacher will automatically be a member
Quorum:	At least 4 members of the committee who are not members of staff.
Meetings:	At least termly prior to the full Governing Body meeting. Additional meetings will be held as and when required.

This document refers to Stonehouse Park Federation which includes Park Junior School, Stonehouse Park Infant School and Nursery.

Meetings will include visits into school to:

- hear presentations from staff
- carry out learning walks
- book looks and interviews with children and staff
- monitor the implementation of the School Development Plans
- monitor implementation of the Pupil Premium Strategy.

Procedure

To elect a Chair of Committee annually. (A Governor who is employed at the school cannot be elected Chairperson.) Minutes will be taken by a member of the committee and sent to the Executive Headteacher for checking before being sent out to the clerk to governors who will send to all committee members.

Reporting

The Chair of the committee will provide feedback at the full governing body of any visits made into school, the issues discussed and decisions made. This information will be anonymised to maintain confidentiality and comply with data protection.

Purpose

To ensure the statutory requirements of the Early Years Foundation Stage and National Curriculum are fully implemented in the schools and the nursery.

To ensure that every child receives their entitlement to high quality learning and teaching, with, full access to a broad and balanced curriculum.

To ensure equality of opportunity for every child in every key stage, year group, room and class.

To ensure that every child makes at least good progress from their individual starting points & achieves positive outcomes.

To ensure there is integrated working between the nursery, infant and junior schools to provide a continuous learning journey through the EYFS, KS1 and KS2 for every child.

To ensure there is integrated working between the school and feeder early years settings so that every child experiences a successful transition from pre-school into YR.

To ensure children are supported in a positive transition to secondary school settings.

To ensure links with the Local Authority (LA), Stroud Association of Schools (SAS) and the local Heads' cluster group enhances staff development and therefore the quality of provision.

To monitor the effective use of the (check nursery funding) pupil premium budget in order to narrow the gap in achievement between vulnerable children and their peers.

To monitor the effective use of SEND funding in order to ensure children with SEND make good progress and achieve positive outcomes.

To ensure the school has effective policies & procedures in place to reduce barriers to learning.

To ensure the school has positive partnerships with parents and outside agencies.

Terms of Reference

To ensure that the school has effective systems, procedures & policies in place to:

- contribute, in collaboration with the Executive Leadership Team (ELT) and staff, to establishing, monitoring
- evaluating sections of the School Development Plans relating to teaching, learning, curriculum and quality of provision.
- To keep the Self-Evaluation Forms (SEFs) under review and update as necessary.
- To monitor the implementation of any Rapid Action Plans (RAPs).
- To ensure that there is a broad, balanced, relevant and ambitious curriculum in place for all children with a clear progression.
- To consider curriculum developments in line with an understanding of pedagogy and recognition of learning over time as children 'knowing more and remembering more'.
- To ensure staff are trained and supported in maintaining an effective and deliverable curriculum which meets the expectations of Ofsted.

- To ensure that the Early Years Foundation Stage (EYFS) and National Curriculum are delivered and statutory assessment procedures are carried out in line with the legal framework.
- To monitor the extra-curricular provision and enrichment activities ensuring they create opportunities for all children.
- To receive curriculum progress reports from subject leaders including an analysis of the annual Inspection Data Summary Report (IDSR) and information about non-statutory assessment and testing in order to monitor, review and evaluate the progress children make, the standards of achievement and ensure leaders use this information to make continuing improvements.
- To ensure that there is effective communication between the federation and its stakeholders.
- To ensure that the schools publish the required information on the curriculum offer and about children's achievements and outcomes on the school websites.
- To liaise with, consult with, and provide information to, parents and the wider community on matters relating to the curriculum as required.
- Promote community cohesion and inclusive practice relating to age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Understand and overcome barriers to learning
- Promote positive parental and community engagement
- Ensure early identification of need and implement appropriate intervention
- Work in partnership with other agencies and community organisations to support vulnerable families and children with SEND
- Ensure statutory responsibilities with regard to SEND are fully met
- Ensure pupil premium funding is deployed to secure positive outcomes for FSM/vulnerable children
- Ensure SEND funding is deployed to secure positive outcomes for SEND children
- Ensure staff receive appropriate continuing professional development to provide the right provision for vulnerable children and those with SEND
- Ensure provision for Pupil Premium children and those with SEND is based on best practice and current research
- Ensure provision for Pupil Premium children and those with SEND is monitored and evaluated by staff at all levels
- Promote equality of opportunity and tackle discrimination
- Ensure parents feel confident and able to support learning at home
- Secure good attendance and punctuality
- Promote positive behaviour and attitudes to learning
- Ensure children with SEND and those from vulnerable families make a successful transition between phases within the federation and on secondary education

To establish, monitor the impact of, and review the following federation policies:

- Learning and Teaching
- Feedback
- Assessment and Reporting
- SEND Policy
- Behaviour
- Anti-bullying and Hate
- Exclusions