MARJORY KINNON SCHOOL

"We will support the school through objective challenge to ensure that appropriate curriculum and interventions, including therapeutic, are in place to enable all pupils to achieve to the best of their ability"

TEACHING & LEARNING COMMITTEE

TERMS OF REFERENCE 2026-27

GOVERNANCE ADMINISTRATION

Membership

The committee shall consist of up to 6 governors plus the Headteacher or delegate(s) and where appropriate associate members and such other persons as the committee may determine to provide specific expertise and or skills. If the GB require an expert view they will invite an appropriate person to a committee meeting to give the benefit of their wisdom.

Associate Members

The committee shall have such co-opted voting members as the governing body shall appoint. The committee may make recommendations for these appointments, which may include school staff members as the Headteacher shall determine in consultation with colleagues.

Other Attendees

Such other persons, that the Governing Body or committee determines, can attend committee meetings. The committee may exclude persons 'in attendance' from any part of its meeting when the business under consideration concerns an individual member of staff or pupil. Persons 'in attendance' will have no voting rights.

Quorum

The quorum shall be three governors. The meeting will not take place unless the Headteacher or their representative is present.

Meetings

The committee shall meet once a term or otherwise as required.

Restrictions on Persons Taking Part in Proceedings

Where in relation to any matter (i) there may be a conflict between the interests of a relevant person and the interests of the governing body; (ii) a fair hearing is required and there is any reasonable doubt about a relevant person's ability to act impartially, or (iii) a relevant person has a pecuniary interest, that person, if present at a meeting of the school at which the matter is the subject of consideration, must disclose their interest, withdraw from the meeting and not vote on the matter in question.

Staff governors must withdraw and not take part in discussions relating to (i) the appraisal or pay of any school employee (including the Headteacher) or (ii) any discussions where they have a personal interest in the outcome.

Chair of Committee

Chair and Vice-Chair to be nominated by the Committee and ratified at the first meeting of the Full Governing Body each year.

Matters of Urgency

The governing body will conduct all its business through its schedule of meetings, except where, in the Chair's opinion, a delay in exercising a function of the governing body is likely to be seriously detrimental to the interests of a) the school; b) a pupil at the school (or their parents); or, c) a person who works at the school. Cases of urgency may be dealt with by the Chair of Governors, in consultation with the Chair of the Committee and Headteacher and any action taken or decision made reported to the Full Governing Body.

The Governing Body's Responsibilities

The governing body has general responsibility for the conduct of the school with a view to promoting high standards of educational achievement, independence and life skills. The governing body will want to ensure that in all its activities the school is enabling every child or young person to achieve their full potential and maximise their life chances, choices and opportunities. Consequently, all committees will:

1. Receive reports from members of staff about matters relating to any of the issues listed in their Terms of Reference.
2. Contribute to, monitor and evaluate relevant parts of the Self Evaluation Framework (SEF), the School Development Plan (SDP) and the policies allocated to them, reporting or making recommendations to the Full Governing Body.

3. Consider recommendations from relevant external reviews for example audit, Ofsted or Local Authority review, to agree the actions needed to address any issues identified and to monitor and evaluate regularly the implementation of any plan agreed, reporting or making recommendations to the Full Governing Body.
4. Consider the views of staff, pupils and parents when making strategic decisions that will impact on them.
5. Consider the impact on equality, referencing the protected characteristics, when making recommendations and when reviewing/drafting policies. (See Annex A for information re the General Equality Duty).
6. Take appropriate action on any other relevant matter referred by the governing body.

Voting

Every question to be decided at a committee meeting must be determined by a majority of votes of those governors and associate members present and voting. If there is an equal number of votes, the chair (or the person acting as chair), provided that he or she is a governor, has a second (or casting) vote. The committee can only vote if the majority of the committee members present are governors.

Voting Rights of Associate Members on Committee

The 2013 Procedures Regulations removed the limitations on voting rights of associate members in committees. The GB has decided to exercise its option to ask associate members to withdraw when individual staff or pupils are being discussed.

STRATEGIC FOCUS OF THE TEACHING & LEARNING COMMITTEE

Accountability

The Teaching & Learning Committee will monitor and evaluate pupil achievement and the quality of teaching, ensuring the school provides a high-quality learning experience and delivers a broad and balanced curriculum in keeping with the school's aims, all pupil needs and legal requirements.

The Teaching & Learning Committee will develop, monitor and evaluate the extent to which the school engages with the whole school community, retaining a focus on our pupils as children and the family/care arrangements that supports them. The Committee will actively seek the views of learners and parents/carers as well as stakeholders in the wider school community to help inform the Full Governing Body and Headteacher in their decision making.

The Teaching & Learning Committee will report back to the governing body by submitting minutes which record decisions made, actions to be taken and/or recommendations for consideration. Governors will engage in termly monitoring, and meetings with relevant staff. They will submit to the school and the Chair of the committee, within seven days of monitoring, a report on their observations. The Chair will produce a summative document, to be submitted to the school.

The committee will also monitor and evaluate relevant Equality Objectives, policies and assigned sections of the SEF and linked issues in the SDP notably:

- How the school deals with its statutory obligations in relation to the National Curriculum.
- The quality of the assessment system.
- The performance of different groups, including more able, subjects and key stages making relevant comparisons to local and national data and analysing patterns and trends.
- Provision for, progress and attainment of vulnerable groups e.g. disadvantaged children, looked after children, young carers, and the effectiveness of any intervention strategies.
- The SEN policy, monitoring provision and ensuring that the school fulfils its responsibilities for pupils with special educational needs and with disabilities.
- The quality of teaching.
- The impact of interventions linked to specific grants such as pupil premium, primary PE and sport.

- The range and impact of extra- curricular activities on pupil achievement and well-being.
- How well teaching prepares pupils for the next stage in their education / life.
- The impact of the school's contribution to pupils' personal development, behaviour and attitudes, attendance, safeguarding and preparation for adulthood.
- The extended school provision.
- The views of pupils, parents and staff and how these are taken into account in planning and day to day practice.
- The effectiveness of partnerships with other schools, external agencies and the community including business, to improve the school, extend the curriculum and increase the range and quality of learning experiences for pupils.
- The engagement and views of parents with the school, particularly those who find it hard to engage, and how these are taken into account, and consider ways in which home-school links can be further developed, making appropriate recommendations.
- The school's promotion of fundamental British Values, protected characteristics, equality, inclusion and the effectiveness of arrangements to prevent radicalisation and extremism.

A full and comprehensive list of the Committees key priorities can be seen in Annex B.

Policies

The committee will ensure the timely review and ratification of all statutory and non-statutory policies and documents, including those required by legislation or as agreed by the FGB. These responsibilities are defined within the Governance Policy Register Schedule.

The statutory and non-statutory policies and documents due for review in each academic year along with the planned agenda items for the meetings scheduled in that period will be presented to the Committee at the first meeting of each academic year.

Annex A

The General Equality Duty

A school must consciously consider (have due regard for) their need to:

- a) eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by the Equality Act 2010.
- b) advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- c) foster good relations across all protected characteristics - between people who share a protected characteristic and people who do not share it.

Protected characteristics

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Age and Marriage and civil partnership are protected characteristics, but they do not apply to pupils in schools.

Annex B

The Teaching & Learning Committee's Key Priorities are to:

- Ensure clarity of vision, ethos and strategic direction.
- Contribute, in collaboration with the Headteacher and staff, to establishing, monitoring and evaluating the Teaching & Learning section of the School Development Plan (SDP) and to oversee any key issues relating to curriculum delivery in line with guidance.
- Keep relevant sections of the school's self-evaluation form under review and update as necessary.
- Ensure that the whole school curriculum is broad and balanced, inclusive and relevant to the specific needs of the children, provides continuity and progression and is adequately and appropriately resourced.
- Ensure that the Early Years / Foundation Stage Curriculum and the National Curriculum are delivered, and assessment procedures are carried out in line with the legal framework and Marjory Kinnon School's Assessment Policy.
- Ensure that the school's vision, values, rules, diverse curriculum and teaching promote tolerance and respect for all cultures, faiths and lifestyles and that this is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.
- Ensure that the school meets its statutory duties with regard to preventing radicalisation.
- Engage with learners from across the whole school on a regular basis to recognise 'pupil voice' and give feedback to the Senior Leadership Team.
- Examine how plans and policies are being implemented and how pupils are responding.
- Assessing what progress has been made - successes and challenges.
- Discuss, with relevant staff, the next steps for teaching and learning.
- Ensure in collaboration with the Headteacher that staff receive appropriate training / CPD to effectively teach the new ASC cohort.
- Monitor how effectively the curriculum supports preparation for adulthood, including employment, independent living, community inclusion and good health.
- Monitor compliance with statutory careers education requirements and the effectiveness of careers guidance, work-related learning and preparation for adulthood pathways.

Curriculum

- Approve the school's Curriculum Policy and to monitor implementation of changes to the school curriculum in line with national and local guidelines and requirements.

- Receive information from the Headteacher and the staff about how the curriculum is taught, evaluated, assessed and resourced.
- Agree the policies for Assessment and Pupil Premium.
- Agree any specific involvement by individual governors in curriculum areas (link to SDP).
- Agree policy, protocol and timetable for governor visits to the school (link to SDP).
- Monitor the school's sustainability objectives and environmental impact in relation to the curriculum and green careers.

Inclusion

- Ensure that the requirements of all children are being met.
- Ensure the needs of pupil premium/looked after children are met through the agreement and review of the relevant policy.
- Monitor pupil attendance, persistent absence and any barriers to school engagement, evaluating the effectiveness of strategies to improve attendance.
- Monitor pupil discipline and behaviour and Behaviour Policy procedures.

School Improvement

- Review and evaluate at least annually with the Senior Leadership Team, the success of the School Development Plan for teaching and learning and report to the Full Governing Body.
- Agree the Governing Body's formal monitoring arrangements in respect of the teaching and learning SDP and report progress to the Governing Body.
- Review the data reports in the autumn term and report key messages on school performance, to the Governing Body.