



Curriculum & Standards (C&S)

TERMS OF REFERENCE

Membership

Not less than four trustees and up to 3 headteachers

The committee may make recommendations to the trust board for co-option of non-trustee members

Quorum

Four members with the majority being trustees

These terms of reference aim:

- To support the governing body in fulfilling statutory duties
- To support the strategic role of the governing body
- To provide a framework for effective self evaluation, monitoring and evaluation, support and challenge by linking the work of committees to key priorities in the School Development Plan

The terms of reference will be reviewed annually by the Governing Body and approved by the Board.

Terms of reference

- Ensure structures are in place to enable the Trust's academies to achieve at least good outcomes and progress for all children and young people
- Ensure structures are in place to enable the Trust and academies to have all relevant statutory education policies in place
- Ensure structures are in place to enable the academy to have an appropriate and effective curriculum
- Ensure structures are in place to enable the academy to have good or better teaching
- Ensure structures are in place to enable the academy to have appropriate and effective staffing
- Approval of trust development plan
- Pupil Premium - review and challenge the value for money/return on investment of the Pupil Premium in terms of educational outcomes and narrowing the achievement gap.
- Set and agree admissions policy
- Admission discussions and recommendations for change to policy
- Student issues (including attendance, exclusions, punctuality and disciplinary matters for each academy)

- To monitor school based, local and national performance data relating to the school and evaluate achievement and progress throughout the school drawing on data, the Self-evaluation document and other reports
- To seek assurance that all learners receives the full statutory curriculum
 - That the school fulfils its statutory obligations and provides a curriculum that is inclusive
 - Making recommendations to the LGB relating to the school curriculum (beyond those dictated by the current Government regulations)
 - To require the school to meet the learning and development requirements of the Early Years Foundation Stage
- To monitor the views of pupils, parents and carers on the curriculum offered by the schools and on pupil progress and achievement, to provide feedback and to evaluate the ways in which the school actively responds to pupil views.
- To ensure systems are in place so that parents receive the results of statutory assessments, a annual report on learner's educational achievements and information about the school through the school prospectus.
- To review the academy offer for vulnerable pupils:
 - To regularly review, publish and report on the special educational needs policy, to monitor provision and ensure that statutory requirements and the EHC plans of children with special needs are met.
 - Systems and processes for safeguarding
 - To monitor provision for looked after children and evaluate their progress and achievement.
 - To monitor provision for all groups of vulnerable children, for example young carers, to ensure that their needs have been identified and addressed, and to evaluate their progress and achievement.
 - To monitor progress and standards of the pupil premium group
- To verify that systems are in place which ensure that teaching, learning and assessment policies are regularly reviewed, and operating effectively
 - Oversee governance of delegated statutory policies and ensure that those policies are reviewed and remain in line with national expectations
 - To monitor curriculum policies, and recommend any policy changes to the governing body as and when necessary.
 - To review the policy and provision for RE, collective worship and spiritual development, including providing information to parents and make recommendations as necessary.
 - To review the policy and provision for sex education including providing information to parents and make recommendations where necessary.
- Review progress against the targets in the Academy Development Plan and the action plans, which underpin it
- To keep under review the general duties under the Race Relations Act 1976 (as amended) and any specific duties and requirements including the race equality policy, in particular in relation to the curriculum, teaching and learning, assessment, achievement and progress, to monitor implementation of the scheme, to assess its impact on staff, learners and parents/carers and to report emerging issues to the governing body

- To keep under review the general duties under the Sex Discrimination Act 1975 (as amended) and any specific duties and requirements including the gender equality scheme, in particular in relation to the curriculum, teaching and learning, assessment, achievement and progress, to monitor implementation of the scheme, to assess its impact on staff, learners and parents/carers and to report emerging issues to the governing body
- To keep under review the general duties under the Disability Discrimination Act 2010 (as amended) and any specific duties and requirements including the disability equality scheme, in particular in relation to the curriculum, teaching and learning, assessment, achievement and progress, to monitor implementation of the scheme, to assess its impact on staff, learners and parents/carers and to report emerging issues to the governing body
- To recommend targets for school improvement to the governing body

Membership

Not less than four trustees and up to 3 headteachers

Reserve(s): any other eligible Trustee(s) may be called to attend and act as member(s) of the Committee in order to ensure a quorum for respective meetings.

The committee may make recommendations to the trust board for co-option of non-trustee members

Quorum

Four members with the majority being trustees

Meetings

The committee will meet at least once a term and otherwise as required.

The committee will receive reports from the schools and school improvement lead / CEO in sufficient detail to enable it to undertake its strategic responsibilities for planning, monitoring and evaluation.

Adopted by resolution of the Humber Education Trust Board on 26 September 2017 and revised on 4 December 2018, 10 December 2019 and 9 December 2020.

Approved By: (insert name)

Signed:

Date:

Date of next review: Autumn 2021