

PATCHAM HIGH SCHOOL

Quality of Education Committee - Terms of Reference

1. The membership will consist of no fewer than 5 governors.
2. There will be a chair for these meetings agreed by the membership at the start of each academic year.
3. Minutes will be taken by the Clerk to the Governors.

The committee can only function if there are a minimum of 3 governors present at the meeting. The committee shall not meet without the Deputy Head (Assessment and Reporting) or Deputy Head (Teaching and Learning) being present or someone nominated by them.

The committee will meet at least once every term. It, or a sub-group of the full membership, can agree to meet more frequently if this is seen as necessary.

Core function: To ensure the school's Senior Leadership Team performs its responsibilities to have a clear and ambitious vision for providing high-quality inclusive education to all students at the school. This should be realised through strong, shared values, policies and practice.

What the committee will do and how it will work

Intent

- Monitor that leaders construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.
- Monitor that the curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Monitor that the school has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.
- Monitor that learners study the full curriculum by being taught a full range of subjects for as long as possible, 'specialising' only when necessary.

Implementation

- Monitor that teachers have good knowledge of the subject(s) and courses they teach. Leaders should provide effective support for those teaching outside their main areas of expertise.
- Monitor that teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They should check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they should respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.
- Monitor that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.
- Monitor that teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders should understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.
- Monitor that teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – should reflect the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Monitor a rigorous approach to the teaching of reading that develops learners' confidence and enjoyment in reading.

Impact

- Monitor that learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this should be reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
 - Monitor that learners are ready for the next stage of education, employment or training. That they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. That they read widely and often, with fluency and comprehension.
- Report on all of the above to the full Governing Body and, where appropriate, make recommendations.

Quorum (minimum of 3, committee can determine higher number)	3
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