



The Governing Body of Higham Ferrers Nursery and Infant School

Quality of Education Committee

Terms of Reference 2023-2024

Focus

Committee's focus is on:

- The attainment and progress of particular groups of pupils especially SEND and PP and how the curriculum impacts on their progress
- The learning, attainment and progress of pupils currently in our school and how the curriculum embeds this
- The quality of teaching, learning and assessment across our school especially in reading, phonics, writing and maths
- The impact that the wider curriculum has on all learners especially those who are disadvantaged
- To monitor and evaluate the relevant sections of the SDP and SEF
- To monitor and evaluate all policies relevant to this committee
- The equality of opportunity and recognition of diversity along with the local and national safeguarding agenda are promoted through our curriculum.
- Governors to monitor the SEN budget and impact of the expenditure.

Membership

- The membership of this committee will a minimum of three Governors.
- The committee may make recommendations to the Governing Body for co-option of associate members of the Governing Body.

Quorum

The quorum shall be three Governors. If membership reaches more than seven then the quorum shall be one half of that number.

Meetings

- The committee will meet a minimum of three times per year but will meet as many times per academic year as is required to discharge it's duties.

The committee will:

1. Appoint a Chair and Vice Chair at the first meeting of every year.
2. Support and challenge the Headteacher to deliver the Quality of Teaching, Assessment and Outcomes for Pupils School Development objectives.

Terms of Reference

Quality of Education within EY and KS1

When evaluating the outcomes for pupils the committee must consider:

1. The standards of pupils attained by the time they leave school (at the end of Key Stage 1) including the standards in reading, phonics, writing and maths
2. How well pupils learn and embed knowledge, the quality of work in a range of subjects and the progress they have made since joining the school
3. How well KS1 pupils develop a range of skills including reading, phonics, writing and mathematical skills and well these are applied across the wider curriculum
4. How well Foundation Stage pupils develop a range of skills across the 12 areas of learning to achieve a Good Level of Development
5. The extent to which the Foundation Stage curriculum meets the needs of children with SEND



6. How our school narrows the gap between the performances of different groups of pupils in our school, including disadvantaged pupils, disabled pupils and those with Special Educational Needs and lower attaining pupils currently on role, compared to those nationally
7. Monitor how well Pupil Premium funding is used to enhance the education of hard to reach children
8. How more-able pupils are making progress against higher standards and to ensure they are making progress as well as they should
9. How well pupils make progress relative to their starting points
10. How well pupils at our school achieve compared to local and national data (Benchmarking).

The Quality of Teaching, Learning and Assessment

When evaluating the quality of teaching, learning and assessment in the school, the committee will consider:

1. How well teaching in KS1 enables pupils to develop skills in reading, phonics, writing, communicating and mathematics
2. How well teaching in the Early Years nurtures, engages and motivates children and promotes their sense of achievement in their learning
3. Ensure the children are taught in a rich and varied curriculum and that Foundation subjects are given suitable emphasis
4. How well teachers use their expertise to develop pupils' knowledge of skills and understanding across a range of subjects and areas of learning
5. Review subjects SEF annually
6. The views of pupils, parents and carers and staff
7. Taking account of the schools own evaluations of the quality of teaching, learning and assessment and its impact on pupils
8. Have an overview of the standards of pupil's work, noting:
 - The impact of marking and feedback on pupil outcomes
9. The quality of the learning environment in relation to:
 - Celebrating pupils' work
 - Interactive displays including learning journey boards
 - Impact of the environment on pupil learning
 - Resources that are available for children and how they are used
 - Levels independence, challenge and levels of involvement and engagement.
10. Minimum of 2 visits per committee per academic year to fulfil statutory duties.

Date:

Signed (Chair of Quality of Education Committee):

Approved by the Governing Body - Signed (Chair of Governors):