OAK GREEN SCHOOL
CURRICULUM COMMITTEE / EQUITY COMMITTEE
TERMS OF REFERENCE 2026-27

No.	SUBJECT AREA	ACTION	FREQUENCY	Report by:	Report at: *
CONSTITUTION		**MEMBERSHIP** – appointed by the Governing Body. Associate Members may be appointed by the Governing Board as members of this committee as long as the majority of the committee members are governors. **GOVERNANCE PROFESSIONAL** – cannot be the Headteacher. Not best practice to be a governor. **QUORUM** – at least THREE members who are governors. **VOTING RIGHTS** – restricted to committee members. Associate Members can be given voting rights by the Governing Board. Chair to have a casting vote but only if a governor. **CHAIR/VICE-CHAIR** – to be elected annually by the Committee / whole Governing Board. **OTHER ATTENDEES -** other members of staff may be invited to attend on a meeting-by-meeting basis.			
1.	**Leadership and Governance**	Develop leadership and management with key teaching and learning priorities including: • Clear, ambitious vision • Strong subject, pedagogical and pedagogical content knowledge • Engagement with learners and the community • Engage with staff to help manage workload / wellbeing	Ongoing	Governors	Full Board

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		• Effective and comprehensive safeguarding procedures • High expectations • A whole school approach to mental health and wellbeing			
2.		evelop, with the Headteacher and staff, through rigorous self-evaluation, a focussed School Development Plan to secure and sustain improvements focussing on: ● Leadership and Governance ● Curriculum and teaching ● Achievement ● Attendance and behaviour ● Personal development and wellbeing ● Inclusion ● Safeguarding ● Early Years and Sixth Form (if applicable)	Annual: Summer for implementation in the forthcoming academic year	Headteacher	Full Board: Summer draft, Autumn approve final
3.		Review the management of admissions and Key Stage transfer: ● KS2 – liaison with feeder primary schools and management of transfer process of new intake ● KS3 & 4 – options choices and guidance ● KS4-5 – retention and transition	Annual	Headteacher	Autumn
4.		Support the development of middle and future leaders taking account of succession planning.	Ongoing	Headteacher	Headteacher Report
5.	**Monitoring and evaluation**	Monitor the implementation of the SDP and issues raised in the most recent Ofsted Inspection by: ● Liaising with subject leaders ● Receiving termly updates from the Headteacher ● Conducting monitoring and evaluation visits	Termly	Subject Governors	

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6.		Contribute to a robust School Self Evaluation Process, including governance – monitor progress and ensure actions are reflected in the SDP to secure improvement.	Termly	Governors	
7.		Receive and evaluate a termly report on: ● The development of teaching including, how it is assessed, the effectiveness of teaching practices and any action to secure improvement ● The development, quality and implementation of the curriculum including any initiatives/interventions to support disadvantaged pupils, pupils with SEND and their impact ● Inclusion – the support provided to vulnerable and disadvantages pupils, including those with SEND ● Behaviour– rewards/sanctions/exclusion data and the school's approach to fostering positive behaviour ● The impact of SMSC/PSHE/RSE provision and the Prevent Agenda ● Pupil achievement - progress and attainment as a whole, and by sub-groups, including disadvantaged groups and those with SEND ● Stakeholder engagement – activities, outcome, and resultant actions to develop support for the school's vision and approach ● Personal development and wellbeing – how the school supports pupils' growth and mental health ● Safeguarding practices in school and the impact of child protection issues	Termly	Headteacher: data included in Headteacher Report	Committee for detailed analysis and Full Board

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		● Educational visits – planned and taken and their value / impact. ● Attendance ● The school's extra-curricular offer to ensure that it is accessible to all. ● Staff CPD and impact on teaching and learning			
8.	**Curriculum, Teaching and Achievement**	Monitor the quality of education with specific regard to the following: • **Intent:** Curriculum is ambitious and gives all learners the knowledge and cultural capital they need to succeed in life; curriculum is coherently planned and sequenced; same ambitions for all learners; learners study full curriculum. • **Implementation:** Teachers have good subject knowledge with support from leaders; teachers present subjects clearly and identify misconceptions; taught to remember in the long term; use assessment effectively; environment, resources and materials all conducive to positive learning; rigorous teaching of reading, mentioning reading for pleasure and phonics. • **Impact:** Effective learning across the curriculum (where relevant, this is reflected in test results; learners ready for next phase in life; learner read widely)	Termly	Headteacher/ Subject Governor Visits	Include in Headteacher Report
9.		Monitor the use of alternative provision to meet pupil's needs ensuring there is evidence to demonstrate that: ● It is good quality and safe ● Pupils make progress ● Qualifications are taken at the appropriate level ● Pupils receive good quality support.			

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10.		Consider recommendations from external sources such as school improvement advisors or Ofsted and ensure a plan is put in place and monitored.	Termly	Headteacher	Committee or Full Board
11.		Monitor and review the Pupil Premium strategy and its impact as well as other targeted funding in line with the SDP. Ensure the strategy is published on the school website in line with requirements of grant funding, prescribed timeframes and using the DfE template.	Annually	Headteacher	Full Board
12.		Engage with parents, carers and other stakeholders / agencies taking account of users' views to develop capacity for sustainable improvement in supporting pupils' outcomes, behaviour and safety and their spiritual, moral, social, and cultural development.	Termly	Headteacher	Full Board
13.		Monitor how the school engages with the school's wider community and the impact of the school on the community.	Termly	Headteacher	Full Board
14.		Improve the school, extend the curriculum, and increase the range and quality of learning opportunities for pupils by working in partnership with: ● Other schools ● External agencies ● The community	Termly	Headteacher – Include in termly report	Full Board
15.		Monitor the school's relationships, sex, and health education provision.	Annually	Headteacher	Full Board
16.		Review the content of the school's website to ensure that it meets the statutory requirements.	Annual	Headteacher/ Governor	Autumn term

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17.		Have confidence in the robust evaluation of teaching and learning through a combination of learning walks, observations, work scrutiny, discussion and planning all appropriately moderated to ensure teachers and staff: ● Have high expectations of all pupils ● Understand the needs of the age group they are working with ● Have the relevant subject knowledge	Termly	Headteacher	Include in Headteacher Report
18.		Understand how pupil assessment information is gathered and used to inform planning, teaching strategies, and student support to improve outcomes.	Termly	Headteacher	Committee
19.		Ensure assessment is accurate through a process of internal and external moderation.	Termly	Headteacher	Committee
20.		Ensure parents and students understand their progress in relation to expected standards and what they need to do to improve through effective feedback and marking strategies.	Annually	Headteacher	Committee
21.	**Early Years**	Monitor the provision of the Early Years Foundation Stage (if applicable).	Termly	Headteacher	Full Board
22.	**Inclusion**	Ensure inclusion is embedded throughout the curriculum and the school including: ● Compliance with the Equality Act 2010 ● Vulnerable pupil outcomes against national and their peers ● Attendance and exclusions ● Interventions and accessibility of the school's provision	Termly	Headteacher	Full Board
23.		Review the school's Inclusion Strategy which must align with the DfE's defined principles of inclusive practice. Ensure it is uploaded onto the school website by 31 December.	Annual Review	Headteacher	Full Board – Autumn term

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24.	**Personal Development and Wellbeing**	Understand pupil development through consideration of the following: • Curriculum is broad and balanced and extends beyond the academic, technical, or vocational – to include sufficient PE / sport provision, climate change awareness and sustainability and food education, including practical cooking, in line with government guidance • Curriculum prioritises pupil wellbeing • Teaches pupils how to stay safe, including online • Prepares pupils for next steps including careers guidance in secondary schools to ensure pupils are aware of the full range of opportunities available • Prepares them for life in modern Britain – British values	Annual review	Headteacher	Full Board - Summer term
25.		Monitor pupil mental health and wellbeing, including any interventions put in place to support pupils and the impact on their learning.	Termly	Headteacher	Full Board
26.	**Attendance and Behaviour**	Monitor attendance, including rate of persistent absenteeism and punctuality and interventions in place to improve attendance in line with government guidance, as a whole, and by sub-groups, including disadvantaged groups and those with SEND. Monitor trends and benchmarking data with comparative schools. Monitor behaviour with specific regard for: • High expectations; positive attitudes: show resilience • Positive, respectful relationships: pupils feel safe • Suspensions, exclusions and pupil movement • The implementation of the Behaviour Policy	Termly	Headteacher	Full Board

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27.		Ensure the school has robust processes for the identification, and support of, at risk children including those at risk of radicalisation and bullying.	Termly	Headteacher / CP Governor	
28.	**Remote Learning**	Develop and / or review the Remote Learning Policy and strategy in line with DfE guidance.	Autumn Term	Headteacher	Full Board
29.	**Educational Visits**	Review the number and type of Educational Visits to: ● Identify gaps in opportunity and provision ● Consider the clarity of the objectives for visits ● The benefits for pupils towards learning and raising achievement ● Ensure they are accessible and are building cultural capital	Termly report in Headteacher Report; Annual review of cost and benefits.	Headteacher	Annual review Summer term to inform planning for next year.
30.	**Safeguarding**	Ensure safeguarding is embedded throughout the curriculum.	Termly	Headteacher	
31.	**Policies**	Monitor, review, and approve policies allocated to the committee in the school's policy review schedule.	As specified in the schedule	Headteacher / Committee	
32.		Ensure changes to policies from the LA are implemented.	Termly	Headteacher / Committee	
33.	**Review**	Contribute to a robust School Self Evaluation Process, to include Governance, monitoring progress and ensuring actions are reflected in the SDP to secure improvement.	Termly	Governors	
34.	**Minutes**	Minutes (with decisions and action points) will be taken at each meeting and circulated promptly to all members of the Governing Board.			

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