

ACHIEVEMENT AND STANDARDS COMMITTEE

TERMS OF REFERENCE (2017-2020)

STANDARDS AND CURRICULUM

- Consider recommendations from the leadership team and staff regarding statutory and discretionary attainment targets, and report to the governing body at the first meeting of the autumn term
- Ensure that the National Curriculum and RE are taught
- Monitor progress towards the targets by – key stage, subjects, year group, gender and ethnic groups and report successes and areas for further development to the governing body
- Consider reports on the school's performance relative to national averages and similar schools, with reference to RaiseOnline (including attainment, attendance and exclusions data)
- Ensure that all statutory requirements regarding national tests are met.
- Review and monitor the implementation of the policies listed in the policy schedule and make judgements about the impact
- Monitor any disapplication of the National Curriculum and to ensure that, in the event of disapplication, appropriate provision is made for the pupils involved
- Monitor Information, Advice and Guidance provision including pupil destinations

COMMUNITY COHESION

We should provide:

- Opportunities across the curriculum to promote shared values and help pupils to value differences and to challenge prejudice, discrimination and stereotyping. As well as the opportunities in citizenship there are opportunities across the curriculum and in the new programmes of study for RE and PSHE.
- A programme of curriculum based activities whereby pupils' understanding of community and diversity is enriched through fieldwork, visits, for example to places of worship, and meetings with members of different communities.
- Support for pupils for whom English is an additional language (EAL) and specific support for their teaching staff, to remove barriers to effective learning, enabling the pupils to be integrated and achieve the highest possible level in English.
- Assemblies which involve members of the local and wider community and promote the engagement of learners and shared understanding, as well as a school's ethos and values.
- Encouragement for learners to value diversity and develop a better understanding of UK society, for example by challenging assumptions and creating an open climate to address sensitive and controversial issues.