

MAGDALEN COLLEGE SCHOOL

GOVERNORS' EDUCATION & WELFARE COMMITTEE Terms of Reference

Membership

Membership of the committee shall be determined by the Governing Body.

Quorum

The quorum shall be three non-staff governors, plus a member of the Senior Leadership Team. Any meeting which is not quorate must be abandoned and must be reconvened to address the outstanding agenda.

Meetings

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

Role

Role of the committee is to consider Curriculum/Achievement/Outcomes/Education, Safeguarding, Welfare and Engagement by;

- a. Monitoring progress
- b. Reviewing and advising
- c. Recommending to the Full Governing Body (FGB), or deciding matters but always report to the FGB

The Key Areas of Responsibility

- Curriculum/Achievement/Outcomes/Education
- Safeguarding and Welfare
- Engagement
- Staff Development
- Review the delivery of School Improvement Plan for activities agreed by the FGB
- To maintain, review and monitor implementation of the policies assigned to the committee

1. Achievement/Outcomes/Education

Curriculum

To make recommendations to the governors on all matters relating to the curriculum and its budgetary implications.

Review policy with regard to allocation of resources for delivery of the curriculum.

Review and ensure the delivery of a balanced curriculum which;

- Meets students' needs and the aims of the National Curriculum and other relevant policies.
- Develops students' workplace and other skills that will contribute to their future economic well-being.
- Develop students' spiritually, morally, socially and culturally.
- Provides and supports out of school and extracurricular activities.
- Considers the concept of student entitlement.

- Promotes inclusive practice relating to special needs, race equality, disability and gender equality and tackles discrimination.
- Promotes community cohesion and supports British Values.

Student Outcomes

Evaluating Student Outcomes and identifying new areas for development and areas requiring improvement.

Review progress and developments made in each curricular area through;

- supportive self-review,
- departmental reviews,
- details of reviews on the quality of learning and teaching,
- the outcomes in terms of internal assessments,
- examination results reports (both mocks and external),
- the assessment of students' work.

To evaluate and review how well students are doing, seeking explanations from School Leadership for any variation in:

- Students' attainment.
- The quality of students' learning and their progress.
- The quality of learning and progress for students with special educational needs and/or disabilities, disadvantaged students, able and gifted students and other defined cohorts of students.
- Students' achievement and the extent to which they enjoy their learning.
- Targets for student progress and attainment.
- Compare performance with that of other relevant schools.
- Progress towards targets.

Learning Provision

To evaluate and review the effectiveness of the provision, including:

- The quality of the teaching, including remote learning.
- *The use of assessment to support learning.*
- The extent to which the curriculum meets students' needs, *including, where relevant, through partnerships*
- To oversee implementation of School's Disability, Special Educational Needs Inclusion Policy and arrangements.

2. Welfare

The effectiveness of welfare, care, guidance and support

Areas for consideration include;

- Inclusivity for all school trips and activities.
- Admissions, attendance and exclusions.
- Child Protection issues and the progress of children in care.
- Sex Education.
- Equal opportunities in respect of students and parents.
- Student behaviour.
- Admissions, attendance and exclusions.
- To provide a committee or panel of appropriate size when needed in the execution of policies.
- Safeguarding and the extent to which students feel safe

3. Engagement

To develop and ensure effective engagement with stakeholders

Areas for consideration include;

- The extent to which students contribute to the school and the wider community.
- The school's engagement with parents, carers and other stakeholders.
- Partnerships which promote learning and well-being.
- The development of community links for mutual benefit.
- To encourage positive and valued home school links.
- To monitor and enhance existing school links with the community and to promote new links.
- To foster the school's image in the community and promote positive media coverage.
- To ensure that parents get information they need about the school, extra-curricular activities and about their children's progress.
- Review and advice on the communication of the curriculum to parents and the community.

4. School Improvement Plan

- At the beginning of each calendar year, to monitor its responsibilities as outlined in the School Improvement Plan.
- To discuss and agree the agendas for meetings with the member of the Senior Leadership Team linked to the committee.

5. Policies

To maintain, review and monitor implementation of the policies assigned to the committee.

Reviewed by committee: 23 January & 5 March 2024

Adopted by FGB: 19 March 2024

Terms of Reference to be reviewed annually.