



THE GOOD SHEPHERD

Multi Academy Trust

DECEMBER 2014

Paper 8 – Curriculum

Legal basis

1. Academies are not required to teach the National Curriculum but rather a broad and balanced one that includes English, mathematics, science and religious education and promotes the spiritual, moral, cultural, mental and physical development of pupils preparing them for the opportunities, responsibilities and experiences of later life. Non-church foundation academies must also provide a daily act of collective worship that should be broadly Christian.
2. For church academies there is still the requirement for a curriculum conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship (as required by the Funding Agreement), and in having regard to the advice of the Diocesan Board of Education. Academies do not have to follow the locally agreed syllabus for religious education but can devise their own.
3. All academies must also comply with statutory duties on testing and assessment.
4. Academies are required to provide curriculum-related information through their Funding Agreements or the The Education (Independent School Standards) (England) Regulations 2010 (the Independent Schools Regulations).
5. For pupils below Key Stage 1 (i.e. reception and

nursery), academies are required to follow the Early Years Foundation Stage (EYFS).

6. Section 1 of the Academies Act 2010, requires academy funding agreements to contain equivalent SEN obligations to those placed upon the governing bodies of maintained schools by Chapter 4 of the Education Act 1996. This means that academy trusts must comply with relevant regulations, this requires academies to:

- inform parents that their child has SEN and the special educational provision being made,
- admit a pupil where the academy is named in the pupil's statement of SEN,
- appoint a person as Special Educational Needs Coordinator (SENCO) who is a qualified teacher and ensure that new SENCOs undertake prescribed training,
- have regard to the SEN Code of Practice.

Local authorities retain responsibility for pupils with statements in academies on the same basis as for statemented pupils in maintained schools. Local authorities can name an academy in a child's statement of special education needs and must consult and give consideration to any objections raised by the academy about the placement. If the local authority remains of the view that the academy is an appropriate placement it can name it in the child's statement.

Key principles

1. Academies will be responsible for their own curriculum development in accordance with the Scheme of Delegation and in line with expressed aims and values of the Trust to which they will contribute.
2. Innovation and sharing of good practice will be co-ordinated and promoted.
3. There will be a curriculum working group of school leaders that will commission and co-ordinate specific curriculum development work across all academies in the Trust.

4. The Trust will encourage the development of Christian values approaches to learning such as 'What if Learning'.

5. The Trust will work with the diocese in the development of schemes of work for RE.

6. The Trust will play an active part in promoting good practice by working with other networks such as teaching schools.

7. If a school that is applying contains a key part of a resourced SEN provision, it will be expected to continue to provide that service if it becomes an academy.

8. The Trust will look to co-ordinate the provision of SEN support services if this is identified as a need by schools.