Ark Curriculum+

Ark's Inclusion-First Curriculum Guide

Spring 2026



Welcome

We are excited to share Ark's approach to creating truly inclusive classrooms, built on the interplay between an inclusion-first curriculum and a set of powerful teaching principles.

Expert teachers make countless micro-decisions in every lesson to ensure learning lands for all. To do this well, they need headspace. That cognitive space is created when a well-designed, inclusion-first curriculum is paired with evidence-based teaching practices that support all learners to succeed.

Inclusion is rightly a priority for teachers and leaders. By sharing approaches grounded in research and refined in classrooms across Ark and hundreds more schools and MATs working with Ark Curriculum Plus and Ark Teacher Training, we aim to demystify what can feel complex. Inclusive classrooms are not an abstract ideal. They are achievable, manageable and transformative.



LEILA MACTAVISH
DIRECTOR OF EDUCATOR DEVELOPMENT
ARK

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Key takeaways

This guide sets out Ark's inclusion-first curriculum design principles, showing how clear progression, core knowledge and explicit prerequisite knowledge underpin quality-first teaching. It includes subject examples and a self-evaluation tool to support leaders to review, refine and redesign curricula so inclusion is built in rather than bolted on.

Whilst many of these are subject-specific, some are common across all subjects and phases, as follows:

- Quality-first teaching can only exist alongside an ambitious curriculum that puts inclusion at the heart of design decisions.
- To achieve this, accountability for inclusion cannot sit with the SENDCo alone: every leader needs to be a leader of SEND and every teacher a teacher of SEND.
- The way that we learn is more the same than different, and adjustments that support SEND students can be helpful for all students.
- Foundational knowledge (reading, writing, numeracy, oracy) must be secured as a priority so that students can access the wider curriculum.
- It is gaps in prior knowledge that most often limit progress for vulnerable students. Therefore, at the heart of inclusion-first curriculum design is a clear progression which makes explicit prerequisite knowledge, and the core knowledge that students will need to take forward.
- An inclusion-first curriculum supports regular assessment of this knowledge, so that teachers can make informed decisions about what to reteach, consolidate or compress.
- Regardless of the progression, secure subject knowledge is essential to teachers making informed pedagogical decisions.
- The principles of explicit instruction (e.g. discrete teaching of sentence structure, vocabulary and fluency) should be included in curriculum design across all subjects.

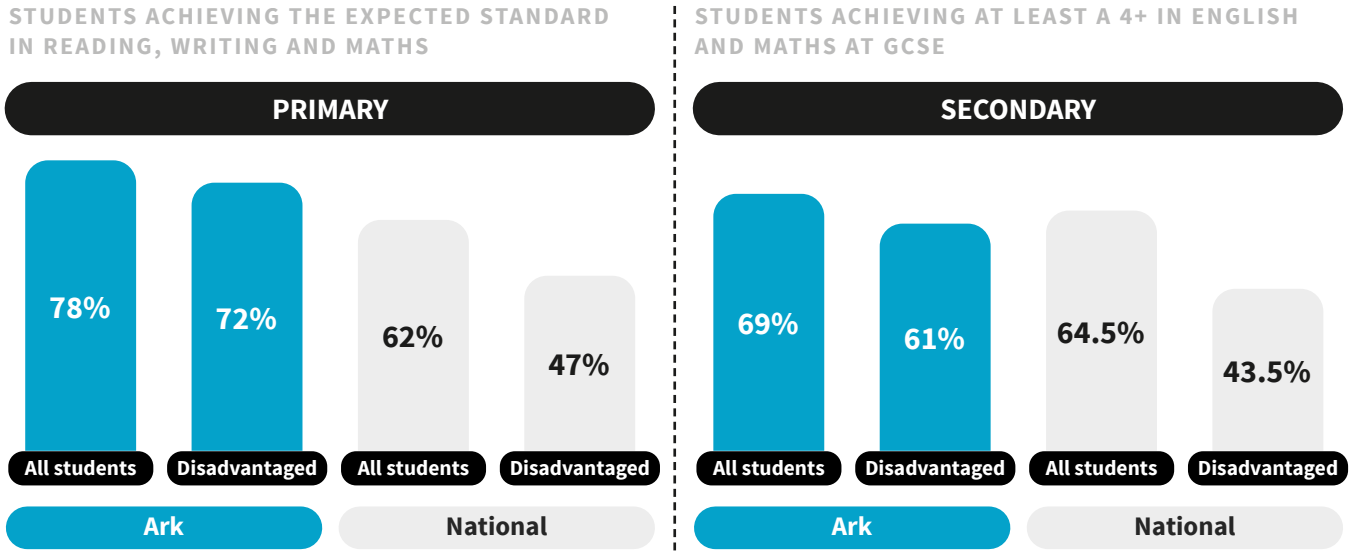


Introduction

Inclusion is not a new concern for schools. We have always wanted to do more to help children facing the greatest barriers to learning to achieve the best outcomes. The Curriculum and Assessment Review Final Report makes it clear that, while educational standards have risen overall, this is not true for every child, and the gap between disadvantaged and non-disadvantaged students was widening even before the Pandemic. The challenge now is ensuring all children can achieve their potential. Ofsted's renewed Inspection Framework rightly places inclusion at the centre of every judgement, and schools will need to demonstrate that the disadvantage gap is closing.

Need has grown rapidly, and SEND reforms mean more children with a wider range of needs will be educated in mainstream classrooms. More than ever, closing the gap requires teaching that works for every child.

The revised National Curriculum aims to remove barriers so schools can offer a truly inclusive curriculum. As schools align with it, this is the moment to meet the challenge and put inclusion at the heart of our planning.



Ark chooses to work where we can make the biggest difference and close the achievement gap. In 2025, our disadvantaged students outperformed their disadvantaged peers nationally by 25 percentage points at primary, and by 17.5 percentage points at Key Stage 4. Within our wider partnership of schools using the Ark Curriculum Plus programmes, outcomes for disadvantaged students are also excellent; as shown in a recent study supported by the Fischer Family Trust that found disadvantaged students in schools using the Mathematics Mastery Primary programme for four years or more are making on average seven months' additional progress – compared to students in similar non-participating schools. Here, we share our guiding principles for embedding inclusion into classrooms, and hope this will be useful for leaders looking to make the most of the opportunity presented by curriculum change.

What do we mean by an inclusion-first curriculum?

An inclusion-first curriculum is designed so that all students can make strong progress through ambitious subject content. Students at risk of educational disadvantage are placed at the centre of curriculum decisions, ensuring teaching is planned backwards from what students need to know and be able to do, rather than from assumptions about ability.

The role of curriculum in quality-first teaching

Quality-first teaching is the strongest in-school lever for improving outcomes, particularly for students vulnerable to underachievement. However, teaching cannot operate in isolation. Teachers need a curriculum that makes progression clear, identifies essential knowledge and signals when earlier content must be revisited.

A well-designed curriculum gives teachers the headspace to make strong pedagogical decisions. When progression and core knowledge are explicit, teachers can adapt teaching in the moment without lowering ambition – keeping all students on a path to long-term success.

Who are we designing for?

Our recommendation is to foreground SEND in curriculum design decisions. This is because designing curricula that work well for students with SEND strengthens provision for every student. This supports Ark's inclusion effort with other students vulnerable to underachievement including white working-class students, socioeconomically disadvantaged individuals, those who are looked after, or previously looked after, and students with English as an additional language.

RENEWED OFSTED FRAMEWORK

The renewed Ofsted Inspection Framework rightly puts inclusion at the heart of school standards. Schools will need to be able to show that the gap between disadvantaged students and their peers is closing. 'Knowing every student' needs to mean knowing what will help close the gap and allow disadvantaged students to achieve in line with their peers, rather than knowing what their limitations are and lowering our sights. Inspections will follow a case-sampling approach, reviewing the school experience for selected children facing different inclusion risks.

FOUNDATIONAL KNOWLEDGE

Foundational knowledge is the underpinning that students need to access the wider curriculum: the literacy, numeracy and oracy skills that should be in place in EYFS and Key Stage 1. We often see that it is these gaps that hold disadvantaged students back as they progress through education. **If reading, writing and numeracy are not mastered at primary, they need to be addressed at secondary to allow students to access the mainstream curriculum.** Every teacher needs to feel responsible for closing these gaps (not just English and maths teachers) and leaders must drive this. We discuss foundational knowledge further in the individual subject guidance for English and maths on pages 8 and 9.

Starting from understanding (and assessing) progression

A core tenet of our approach is **that the way we learn is more the same than it is different** for all learners. Gaps in prior knowledge often hold back progress for vulnerable students, so understanding progression is central to inclusion-first curriculum design.

Effective curricula make the deep structure of the subject visible, showing how concepts build, so that teachers do not see progress as just covering content.

Effective curricula also show where prerequisite knowledge is assumed, and make explicit which knowledge is non-negotiable for future learning. Together with purposeful assessments, these enable teachers to prioritise security over coverage and to intervene decisively when consolidation is needed.

Assessment alone is not an inclusion tool, but acting on assessment data is. Schools in the Ark network partner with **Smartgrade** for easy-to-use assessment to gather insights without adding to teacher workload.

Accountability

For too long SEND has been the remit of siloed inclusion departments. With teaching principles and curriculum design at the heart of a successful inclusion strategy, none of what follows will be possible without a shift in accountability. The key message is, ***every leader is a leader of SEND and every teacher is a teacher of SEND.***



The Ark teaching principles

Quality-first teaching is the strongest in-school factor influencing student outcomes and life chances, particularly for those most vulnerable to underachievement. These students benefit most from simple, consistent, high-quality teaching.

Many schools and trusts already have a teaching framework. Ark schools follow the Ark Teaching Principles, which set out a clear, evidence-informed approach grounded in both research and what consistently works in our strongest classrooms.

1

The teacher sets the classroom culture and holds high expectations for all

2

The teacher has excellent knowledge of the curriculum, the subject and how to teach it

3

Instruction is explicit and manages cognitive load

4

The teacher knows every child, gathers information on mastery and closes gaps

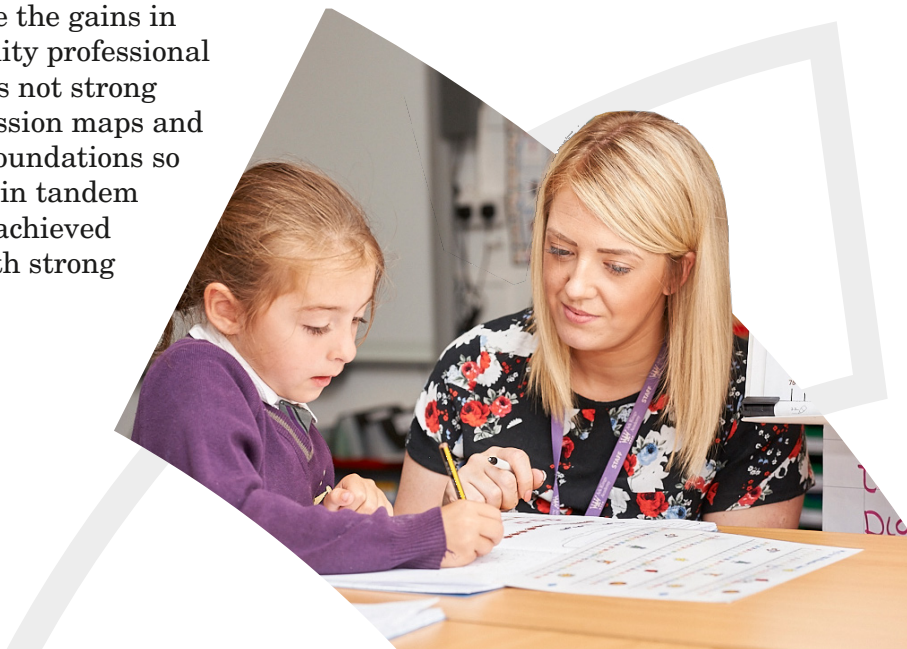
5

All children actively participate

6

Lessons include meaningful opportunities for children to practise and apply knowledge independently

Schools and trusts do not always see the gains in teaching they expect from high-quality professional development when the curriculum is not strong enough to underpin it. Clear progression maps and supportive resources are essential foundations so that CPD and curriculum can work in tandem to secure strong outcomes. Ark has achieved outstanding outcomes by having both strong teaching and a robust curriculum.



Inclusion-first curriculum design principles

The four principles below support curriculum design across all subjects, with subject-specific approaches and practical examples explored in later sections.

1 INCLUSIVE: CURRICULUM DECISIONS PUT INCLUSION AT THE HEART OF DECISION-MAKING

- Direct instruction is deliberately embedded as an inclusive teaching strategy within curriculum design and resources.
- Explanations are simple and concise; teachers will need to practise and maybe script these.
- Resources draw on principles from cognitive science such as chunking and dual coding to maximise retention.
- Resources should be dyslexia-friendly by default, with minimal distractions.
- Learning is broken down and revisited throughout the curriculum (chunking, repetition, checking for understanding).
- Curricula are designed to revisit topics in increasing complexity, allowing for strengthening of prior knowledge if necessary.
- Resources highlight and celebrate diversity within the subject community.

2 POWERFULLY SEQUENCED: THE CURRICULUM SUPPORTS TEACHERS TO UNDERSTAND PROGRESSION IN THAT DOMAIN

- Core knowledge is foregrounded in resources so that all teachers know what students must leave the room understanding.
- Teachers need to be experts in their subject/phase, so CPD is integrated into the curriculum, with time devoted to collaborative planning to build a collective understanding of progression within subjects.
- Learning tools such as booklets and worksheets are designed to support retention of core knowledge and to deepen understanding.
- Resources support retrieval practice (knowledge drills, quizzes) to build secure knowledge from which students can access new learning.

3 RESPONSIVE: THE CURRICULUM SUPPORTS PLANNING FROM STUDENTS' CURRENT KNOWLEDGE AND SKILLS

- Securing foundational knowledge is a priority, with teachers using interventions to instil reading, writing, maths and oracy fluency in every subject.
- Regular checks for understanding are built into lessons, so teachers have a menu of techniques to assess *all* students' current understanding and make judicious choices for next steps
- Formative assessments support teachers to make decisions about how to adapt their medium-term planning and individual lesson as well as their teaching in the moment.
- Inclusion sometimes involves difficult choices. For some students, revisiting earlier content is the most enabling route to long-term success that will help them keep up. This is not a reduction in ambition.
- The curriculum expects teachers to consolidate earlier material where students are not sufficiently fluent before progressing.

4 LANGUAGE RICH: THE CURRICULUM IS DESIGNED TO RAISE OUTCOMES BY DEVELOPING LANGUAGE

- The curriculum explicitly builds a culture of oracy so that talk is a bridge to understanding and helps to strengthen writing skills over time.
- Structured talk is a deliberate curriculum feature, used to help students organise thinking before writing and to rehearse ideas verbally.
- Purposeful disciplinary talk supports students who find written language a barrier, particularly in maths and science.
- Use of sentence stems, partner talk and guided discussion routines are essential to ensure all students, including those with SEND, participate confidently in talk.
- Explicit teaching of vocabulary is included in curriculum resources. Pre-teaching challenging vocabulary is recommended to enable students to engage confidently with ambitious texts and written tasks.

CASE STUDY

Ark Soane Academy

An Ark school which opened in 2021 and was rated Outstanding by Ofsted in 2024. They use the Ark Curriculum Plus English, Geography and Mathematics Mastery programmes.

Their approach to inclusion is grounded in a belief that permeates every level of school life.

> *All children, especially children with learning differences and children from a vulnerable context, deserve to be held to the highest expectations. Our approach to inclusion is simply:* ***Yes They Can. True inclusion is a culture, not a strategy."***
>
> **PETER TSE**, ASSISTANT PRINCIPAL AND SENDCO

Staff are encouraged to challenge unconscious biases and remove limiting assumptions. Instead of saying "Child A cannot read", teachers are prompted to ask, "What can I do to support this child with reading?"

With this belief that all students have limitless potential, the school created an inclusive curriculum that welcomes every child. It offers powerful knowledge and ensures that all students can access it, including those with SEND, EAL and limited early literacy.

Peter's top tips to implement an inclusion-first curriculum are to *"Start with the knowledge – lessons should be knowledge-led rather than activity-led. Maintain high expectations but adapt to provide more support so that all students achieve."*

Read more

What does inclusion look like in different subjects?

Further to the principles outlined above, we have provided guidance on inclusion considerations relevant to particular subjects.

English

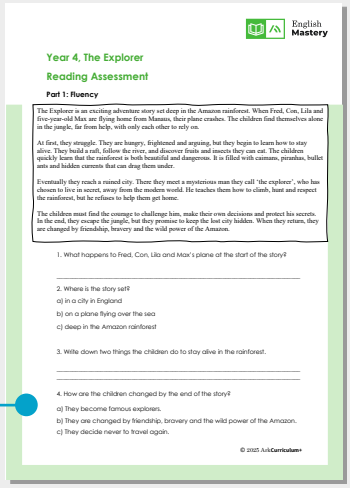
Reading and writing are the primary means through which students access knowledge across the curriculum. When these foundations are insecure, students are increasingly excluded, so fluency must be deliberately taught and practised.

HOW TO ACHIEVE THIS:

- Embed regular fluency checks and structured rehearsal to identify students at risk of disengagement early.
- Pre-teach challenging vocabulary before reading, providing scaffolded practice to develop accuracy and automaticity.
- Support understanding and comprehension by chunking texts.
- Use oracy to support students' language skills; time to rehearse ideas to clarify interpretations, test emerging arguments and practise using key vocabulary. Sentence stems, partner talk and guided discussion routines ensure that all students, including those with SEND, can participate confidently and contribute meaningfully.
- Design your curriculum to make sentence-level progression explicit, enabling students to develop control and accuracy before moving to extended writing.

  See the Ark Sentence Mastery Sequence for more on this.

  Download free resource
- Analytical writing should be broken into manageable components, including modelling sentence patterns, practising combined sentences and rehearsing how to embed evidence effectively.


English Mastery

Year 4, The Explorer

Reading Assessment

Part 1: Fluency

The Explorer is an exciting adventure story set deep in the Amazon rainforest. When Fred, Con, Lila and five-year-old Max are flying home from Manaus, their plane crashes. The children find themselves alone in the jungle, far from help, with only each other to rely on.

At first, they struggle. They are hungry, frightened and arguing, but they begin to learn how to stay alive. They build a raft, follow the river, and discover fruits and insects they can eat. The children quickly learn that the rainforest is both beautiful and dangerous. It is filled with caimans, piranhas, bullet ants and hidden currents that can drag them under.

Eventually they reach a ruined city. There they meet a mysterious man they call 'the explorer', who has chosen to live in secret, away from the modern world. He teaches them how to climb, hunt and respect the rainforest, but he refuses to help them get home.

The children must find the courage to challenge him, make their own decisions and protect his secrets. In the end, they escape the jungle, but they promise to keep the lost city hidden. When they return, they are changed by friendship, bravery and the wild power of the Amazon.

1. What happens to Fred, Con, Lila and Max's plane at the start of the story?

2. Where is the story set?

a) in a city in England

b) on a plane flying over the sea

c) deep in the Amazon rainforest

3. Write down two things the children do to stay alive in the rainforest.

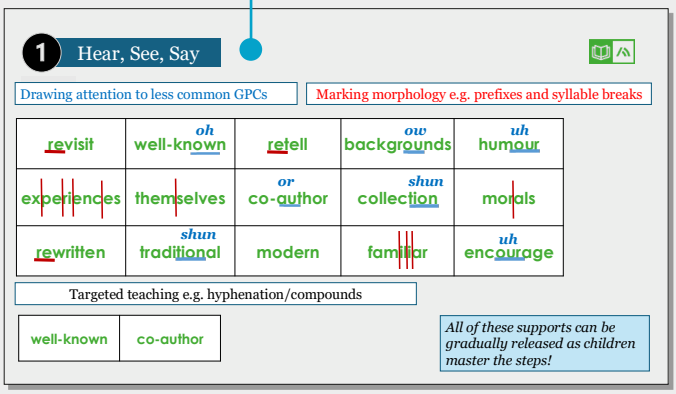
4. How are the children changed by the end of the story?

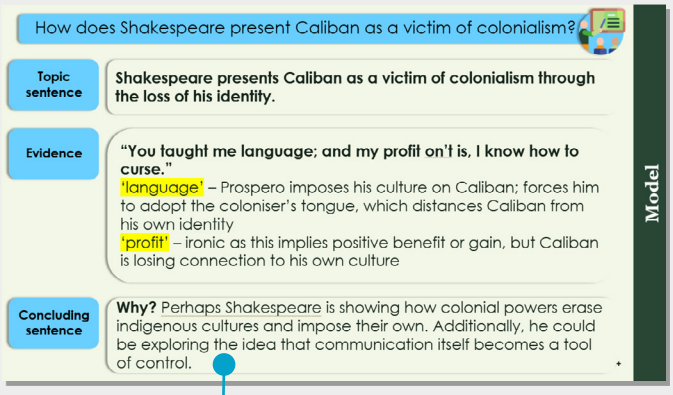
a) They become famous explorers.

b) They are changed by friendship, bravery and the wild power of the Amazon.

c) They decide never to travel again.

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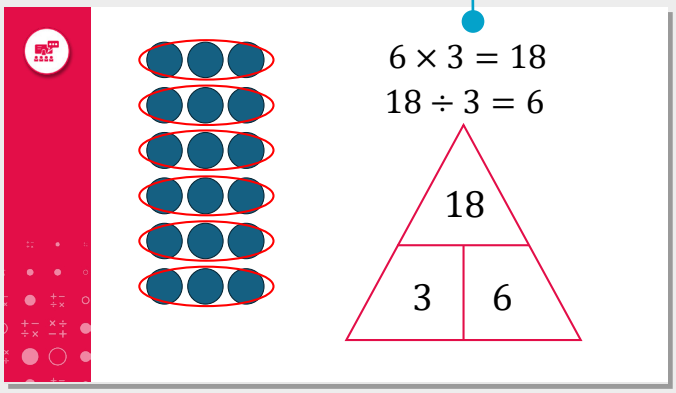
Examples from English Mastery resources

Mathematics

Mathematics is a cumulative discipline, and gaps from as early as EYFS and Key Stage 1 can widen rapidly if not addressed. Conceptual understanding is also important to avoid fragile learning, and will be even more crucial as the emphasis on problem solving grows.

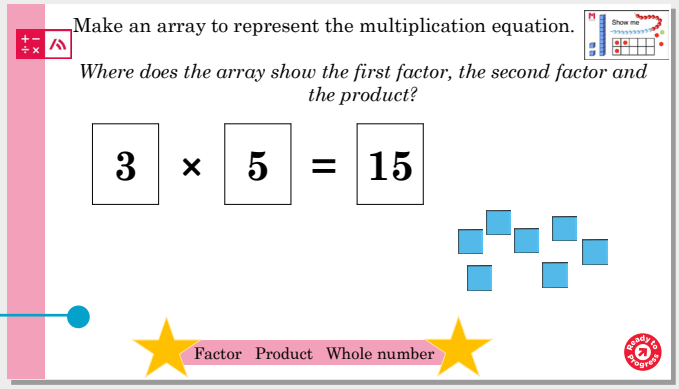
HOW TO ACHIEVE THIS:

- Use oracy to develop thinking, reasoning and listening skills. Embed talk opportunities such as *Star Words*, *Talk Tasks* and full sentence explanations.

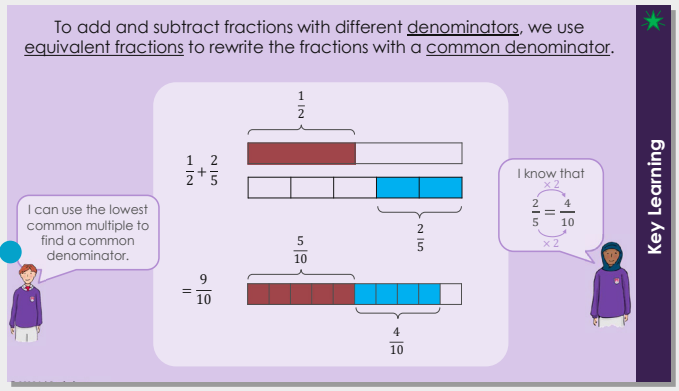


- Fluency underpins later reasoning and problem solving, so teachers should secure this through short, daily practice. Students benefit from highly structured, low-stakes routines that build automaticity in number facts (Key Stage 1) and multiplication and division facts (Key Stage 2). Practice in Key Stage 3 should build on this automaticity through scaffolded support of key concepts.

- Use value representations as a bridge to depth of understanding. Without a clear understanding of how ideas connect, teaching becomes fragile and disadvantaged students or those with SEND are quickly left behind. Pictorial representations help students to see underlying mathematical structures.



- Identify key gaps and teach them in small steps. (Inclusion-first Principle 1). High-quality assessment helps teachers understand both secure knowledge and misconceptions, enabling precise planning of next steps. The DfE Ready-to-progress criteria is a great resource for primary colleagues.



Within the revised curriculum, problem solving is set to become more prominent. We are working closely with the **Maths Horizons** project to create resources for schools to improve the teaching of problem solving.

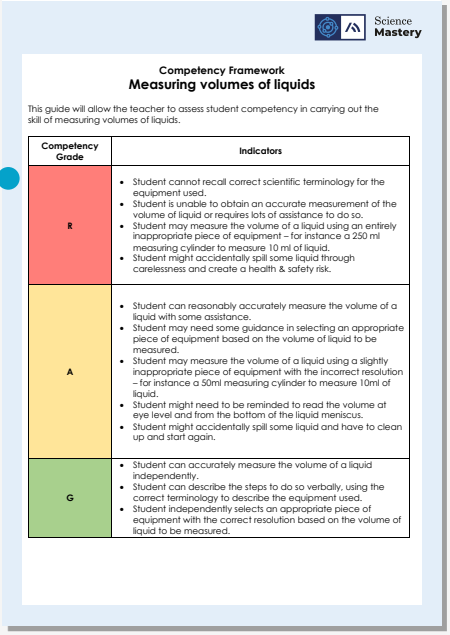
Examples from Mathematics Mastery resources

Science

Science is a hierarchical subject. Knowledge must be sequenced carefully, and teachers must ensure prerequisite knowledge is in place before starting new learning.

HOW TO ACHIEVE THIS:

- Detail practical skills within your curriculum map, building skills incrementally and showing teachers how skills develop over time.

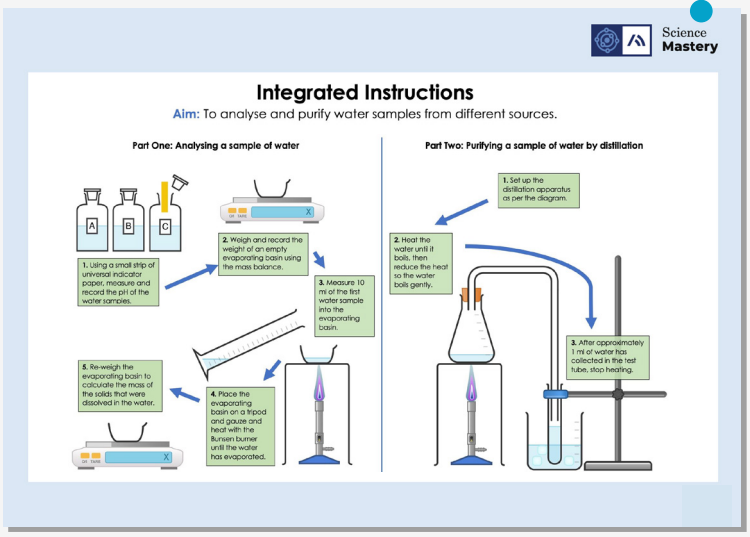

Science Mastery

Competency Framework
Measuring volumes of liquids

This guide will allow the teacher to assess student competency in carrying out the skill of measuring volumes of liquids.

Competency Grade	Indicators
R	• Student cannot recall correct scientific terminology for the equipment used. • Student is unable to obtain an accurate measurement of the volume of liquid or requires lots of assistance to do so. • Student may measure the volume of a liquid using an entirely inappropriate piece of equipment – for instance a 250 ml measuring cylinder to measure 10 ml of liquid. • Student might accidentally spill some liquid through carelessness and create a health & safety risk.
A	• Student can reasonably accurately measure the volume of a liquid with some assistance. • Student may need some guidance in selecting an appropriate piece of equipment based on the volume of liquid to be measured. • Student may measure the volume of a liquid using a slightly inappropriate piece of equipment with the incorrect resolution – for instance a 50ml measuring cylinder to measure 10ml of liquid. • Student might need to be reminded to read the volume at eye level and from the bottom of the liquid meniscus. • Student might accidentally spill some liquid and have to clean up and start again.
G	• Student can accurately measure the volume of a liquid independently. • Student can describe the steps to do so verbally, using the correct terminology to describe the equipment used. • Student independently selects an appropriate piece of equipment with the correct resolution based on the volume of liquid to be measured.

- Reduce cognitive load during practicals by using a "slow practical" approach and providing integrated instructions to increase students' understanding of why they are doing each step of a practical.


Science Mastery

Integrated Instructions

Aim: To analyse and purify water samples from different sources.

Part One: Analysing a sample of water

Part Two: Purifying a sample of water by distillation

1. Using a small strip of universal indicator paper, measure and record the pH of the water samples.
2. Weigh and record the weight of an empty evaporating basin using the mass balance.
3. Measure 10 ml of the first water sample into the evaporating basin.
4. Place the evaporating basin on a tripod and gauze and heat with the Bunsen burner until the water has evaporated.
5. Re-weigh the evaporating basin to calculate the mass of the solids that were dissolved in the water.

1. Set up the distillation apparatus as per the diagram.
2. Heat the water until it boils, then reduce the heat so the water boils gently.
3. After approximately 1 ml of water has collected in the test tube, stop heating.

Examples from Science Mastery resources

- Carefully weave maths skills through the curriculum, using a clear understanding of what students can already do in maths and building on this. For example, do not expect secondary students to be able to rearrange equations if they do not have a solid grasp of algebra in their maths lessons.

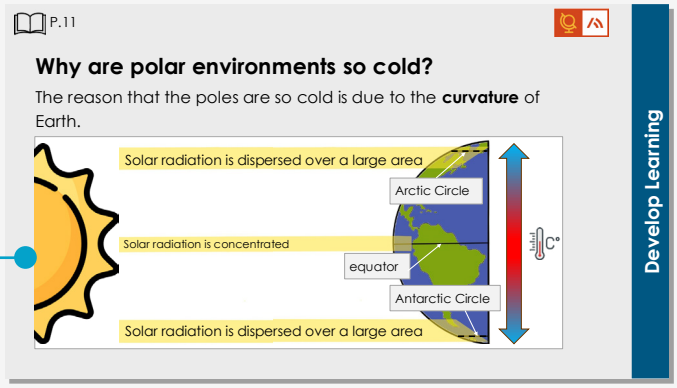
- Find additional guidance and resources to support inclusive science teaching through the **Association for Science Education**.

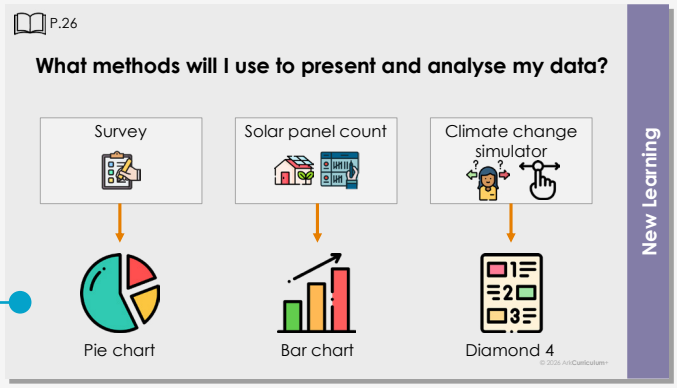
Geography

Every student is entitled to understand key ideas about the world they inhabit. Inclusion is achieved by equipping students with the strategies to interpret geographical evidence and explore the outdoor environment confidently.

HOW TO ACHIEVE THIS:

- Plan backwards from the key concepts and places that you want students to retain knowledge of. Refine to a few simple sentences that you want students to be able to say by the end of the lesson. Consider how the independent task helps students to demonstrate these key ideas. Then plan out your teacher exposition in a step-by-step way to help meet these goals.
- Model how to read maps, diagrams and geographical text sources explicitly, helping students build the independence and confidence needed to interpret geographical evidence for themselves.
- Put reading texts and maps at the centre. Pre-teach key vocabulary. Select age-appropriate texts with clear visuals to bring ideas to life. Plan questions that determine if students have grasped key ideas.
- Plan fieldwork inclusively. Isolate specific fieldwork skills that can be included within classroom lessons and offer frequently to support retrieval.
- Take a look at the **Geographical Association** who published a report on high-quality fieldwork for all.





Examples from Geography Mastery resources

How Ark Teacher Training puts inclusion at the heart of teacher education

- Inclusion is taught as the core of high-quality practice. Trainees across Ark and ATT partner schools learn that strong whole-class instruction is the most effective support for students with SEND and those learning English as an additional language.
- All trainees share a research-informed understanding of how children learn and how classroom approaches can reduce barriers.
- The programme uses a three-tier model of Universal, Targeted and Specialist support, with quality-first teaching as the foundation.
- Trainees learn to plan lessons with predictable routines, explicit modelling, structured practice, clear vocabulary teaching, purposeful questioning, and regular checks for understanding.
- Adaptive teaching is presented as part of good planning, focused on anticipating barriers and making evidence-informed adjustments while keeping expectations high.
- Practical strategies include worked examples, structured talk, speaking frames and gradually removed scaffolds.
- Trainees also work in specialist settings and receive input on SEND, the SEND Code of Practice, EAL pedagogy and anti-bias practice so they see inclusion as a core responsibility.



CASE STUDY

Ark Castledown Primary Academy

An Ark school that recently achieved an 'Exceptional' grade from Ofsted for Inclusion. They use the Ark Curriculum Plus Mathematics Mastery programme.

Maths Lead Laura Geall explains that Ark Castledown's inclusion-first curriculum starts with the understanding that, *"every staff member is a teacher of inclusion. The principle is at the forefront of our mind when planning curriculum delivery."*

Teachers identify the core knowledge children need to know in each lesson and break this into manageable steps through modelling and steps to success.

Language is a central focus to ensure clarity for all learners, particularly those with SEND or language needs:

- **Oracy** is built into every lesson, giving students time to rehearse and hear responses.
- **Explicit vocabulary instruction** through approximately four to six key words for each lesson.
- **Dual coding and code switching** supports accurate vocabulary use.

Teachers have adapted their approach so that challenge is achievable for all.

> *We use consistent question types such as 'What's the same? What's different? Can you spot the pattern?' to develop reasoning. Students know what questions to expect. When writing could limit understanding, students are encouraged to respond verbally, ensuring that motor or transcription difficulties do not block access."*
>
> **LAURA GEALL**, MATHS LEAD

These approaches create a structured and supportive curriculum in which every student can participate.

Read more

CASE STUDY

Woodbridge Road Academy
Part of Paradigm Trust

A school for students with special educational needs which uses the Ark Curriculum Plus Mathematics and Science Mastery programmes.

"All our students have significant and complex needs, but we don't limit their ambition – we extend their horizons by providing access to a broad and balanced academic curriculum."

NAOMI SHENTON, PRINCIPAL

Maths Lead Caroline Reilly notes the focus on building the secure foundations students need for long-term progression: *"We have made the decision to prioritise conceptual understanding and not to rush through topics. In discussion with our Ark Curriculum Plus subject specialist, we chose to continue to work on the Year 9 maths curriculum into Year 10."*

Many students have significant gaps in their learning due to periods of time without appropriate education. Naomi emphasises that *"It's crucial that the curriculum includes assessments to measure those gaps and clear guidance for teachers to address them."*

Caroline explains how each lesson is tailored to the needs of the class: *"Pre-unit quizzes, Talk Tasks, Quick Checks and plenaries within Mathematics Mastery make sure there are plenty of opportunities for effective questioning and responsive teaching."*

The impact is clear: *"Students are taking opportunities to explore and develop strong conceptual understanding. Their oracy and communication skills are growing, and there has been a marked improvement in reasoning and problem-solving skills."*

Read more

Inclusion self-evaluation tool

1. To be completed for each subject.
2. Ask your subject lead to complete in collaboration with their line manager.
3. Shade the circles for each statement to rate your current position, using the key below to assess.
4. Add up your total score for your overall position.

Subject: _____ Date of review: _____

●○○○	Not yet in place	Not part of your curriculum at present.
●●○○	Emerging	You have done some thinking/planning around this but it isn't in place yet or only one classroom.
●●●○	Mostly secure	This is in place and seen in most classrooms.
●●●●	Fully embedded	Practice here is strong and consistent from classroom to classroom.

Inclusion-first lens	**Leadership**	All teachers and leaders are responsible for the progress of students vulnerable to underachievement.	○○○○
	Curriculum resources	Resources reduce cognitive load and build long-term retention (e.g. chunking, dual coding, dyslexia-friendly layouts).	○○○○
	Explanations	Teachers use precise explanations (often rehearsed), direct instruction and modelling in lessons.	○○○○
	Core knowledge	Core knowledge foregrounded in planning, teaching and assessment.	○○○○
	Diversity	Materials represent diverse communities in meaningful, non-tokenistic ways.	○○○○
	Routines	Routines are predictable and support high participation.	○○○○
Plan from where students are	**Checks for understanding**	CFU (e.g. quizzes, hinge questions) guide next steps; there is a high certainty of student understanding.	○○○○
	Pacing/adaptation	Teachers adapt lesson pacing as needed, balancing ambition with secure foundations for all students.	○○○○
	Foundational knowledge gaps	Foundational literacy, numeracy and oracy gaps identified and addressed for every student (not just in English and maths).	○○○○
	Formative assessment	Medium-term plans include assessment checkpoints and suggested actions.	○○○○
	Interventions	Targeted interventions close prerequisite knowledge gaps.	○○○○

Language-rich curriculum	**Vocabulary**	Vocabulary is taught explicitly; challenging vocabulary is pre-taught and revisited.	○○○○
	Oracy	Resources support use of oracy to rehearse and organise thinking.	○○○○
	Reading	Fluency routines are used to allow all students to access core texts confidently.	○○○○
	Writing	Resources break disciplinary writing into components; modelling and rehearsal are often used.	○○○○
Teachers understand progression	**Progression map**	Clear progression map showing knowledge and disciplinary skill progression over time.	○○○○
	Planning	Teachers use the map to determine what students should already know before each new concept.	○○○○
	Subject knowledge	Subject knowledge development is prioritised as part of teacher CPD (e.g. collaborative planning).	○○○○
	Subject pedagogy	Teachers understand conceptual connections and likely misconceptions and use to plan and adapt their lessons.	○○○○
	Component skills and retrieval	Resources teach component parts of skills and include retrieval practice.	○○○○
		Total	_____ /80

Score	
70-80	You are in a really strong position in terms of your inclusion curriculum provision for this subject. Well done!
59-69	You have done lots of good work on this already but need to finalise some of your resources or messaging to make it great.
45-58	Some aspects of your curriculum embed best practice in inclusion but there are some areas that still need focused planning.
31-44	You are moving in the right direction but need to spend quite a bit more time on your planning in this subject. Consider bringing in an external curriculum if you don't have people with sufficient capacity to lead this change or if you want to speed up inclusion planning in this subject.
20-30	Rapid action needed. You will need to appoint a working group to move this forward or consider bringing in an external curriculum.

Who we are

Ark

Ark is an education charity that exists to make sure that all children, regardless of their background, have access to a great education and real choices in life. We serve over 30,000 children through our 39 non-selective academy schools and a growing network of nurseries offering high quality early years education. Drawing on what we learn and test in our schools and nurseries, we develop new approaches which we share with the wider sector through subject excellence programmes, sector-leading professional development, and teacher training.

Learn more

Ark Curriculum+

Ark's mission is to improve outcomes for all students. Ark Curriculum Plus supports this by providing evidence-informed subject excellence programmes that bring together well-sequenced curricula, teaching and learning resources and aligned assessments to raise standards and promote inclusive practice. Developed and refined in Ark schools, these programmes are now used by more than 700 schools and are offered on a non-profit basis to schools seeking a rigorous curriculum with high-quality materials and targeted implementation support.

Learn more

Ark Teacher Training

Ark Teacher Training is an Ofsted 'Outstanding' professional learning programme for trainee teachers and early career teachers. The ATT programme offers a blend of theory and practice to ensure trainees from all walks of life have the tools and support they need to become incredible teachers for students aged 5-11 in primary and 11-16 in secondary. ATT trainees work beyond the Ark network, placed with school trusts across the country.

Learn more

Get in touch

Book a call online

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