



**Institute for
Educational &
Social Equity**

formerly Educational Equity Services

Capacity Development
Research
Institutional Support

Inclusive Curriculum Framework Inventory

This tool offers users the opportunity to evaluate a curriculum against four elements of the inclusive curriculum framework. These are: 1, concept, content and design; 2, teaching and learning delivery; 3, assessment and feedback; and 4, reflexivity.

Outcomes are ranked using four levels with a total available score of 240.

Level 3 (161-240 points) There is good evidence of inclusivity being mainstreamed and embedded in the curriculum.

Level 2 (81-160 points) There is some evidence of inclusivity being mainstreamed in the curriculum.

Level 1 (1-80 points) There is limited evidence of inclusivity being mainstreamed in the curriculum.

Level 0 (0 points) There is no evidence of work taking place to offer learners an inclusive curriculum.

Module title:	English - St Saviour's & St Paul with St Luke
Credits:	
Number of students:	
Current awarding gap:	

Criteria	0	1	2	3	Sub-Total	Total	Comments
1. Concept, content and design							
To what extent does the concept, content and design on this module:							
1.1 Considers equality, diversity and inclusion within the learning outcomes and / or competence standards? (3)				3	3	9	Yr 6 - Wonder: Children are encouraged to write about conditions. Yr 5: families situations. P4C discussions occur due to class discussions. Supported by structures outside of the curriculum.
1.2 Reflects multiple perspectives and contributions by people from different cultures and backgrounds? (3)				3	3	9	This is done excellently throughout the subject. E.g. dual language books in EYFS, children are encouraged to 'innovate' and often write about their own culture and backgrounds.
1.3 Considers global influences on the subject discipline in meaningful ways? (2)			2		2	4	Clear links and discussions around global events/incidents that impact the world of English (reading and writing, fiction and non-fiction). Supported by trips, cultural days and by learning outcomes.
1.4 Provides opportunities for students to relate course content to their own experiences? (3)				3	3	9	Evidence throughout. E.g. favourite dish in Yr 1, immigration in Yr 2, refugee experience in Yr 5, etc. Hooks used to peak children's interest and elicit their own experiences.
1.5 Involves students in co-creating and evaluating the curriculum? (2)			2		2	4	Some evidence - end of term reports, student voice. To be discussed. Annual survey for subjects (learning, applying concepts) in addition to external survey. Exit interviews for Year 6, anti-bullying ambassadors. Children don't feel able to comment on the curriculum too much as they 'don't want to hurt the teachers' feelings' and 'because it's the curriculum'.
1.6 Makes use of inclusive language in its course material? (2)			2		2	4	Embedded through choice of books - authors, language, topic. Challenging normative behaviours from EYFS upwards.
1.7 Addresses the hidden curriculum in this discipline? (3)			2		2	6	Through the careful use of text, resources and activities.
1.8 Addresses any normative disciplinary attitudes? (3)			2		2	6	Wide variety of authors and topics do, where possible, address this. Also evident through class discussion and application of learning.
Maximum potential score: 63	Total				51		

Criteria	0	1	2	3	Sub-total	Total	Comments
2.0 Teaching and learning delivery							
To what extent does teaching and learning on this module:							
2.1 Uses a variety of teaching approaches and learning activities that are accessible to all? (3)				3	3	9	Talk 4 Writing, modelling, group reading, shared writing, etc. Staff spoke about drawing, inclusion of art, DT in hooks. Children asked what supports them so they can design their own learning support strategies.
2.2 Encourages active participation of all students? (3)				3	3	9	Discussion around support for SEND pupils and others with additional requirements needed. Kinesthetic movements, Talk 4 Writing, etc. Staff are very aware that children don't always feel comfortable sharing so scaffold their participation as much as possible. There is a role and participation for every pupil. "There is no hiding place!".
2.3 Provides opportunities for students to work together in diverse groups to build social interactions, inclusive behaviours, and practice? (3)			2		2	6	Changes of partners each week in KS2, fortnightly in KS1. Evidence of group work. Mixed ability partners. Children aren't capped with who they work with. Reading partners.
2.4 Includes adaptation of curriculum delivery to cohort and individual requirements? (3)				3	3	9	Some evidence of scaffolding for LA in planning. Staff discussed adaptations at length (see 2.1/2.2).
2.5 Encourages students to develop their critical thinking when engaging with global perspectives? (3)				3	3	9	Evident in planning and resources - why? How? Who? When? What? Texts support this. E.g. environments, dystopia, etc. P4C is embedded in English curriculum.
2.6 Provides opportunities outside of the classroom setting for students to access academic staff? (2)				3	3	6	Homework club after school. Children can ask if they need support. Access to alternative staff - lecturers, librarians. Children can comment/message teachers on Google Classroom. Open door policy for parents. Staff are available on the doors/gates in the morning and afternoon.
2.7 Embeds themes of equality, diversity and inclusivity into teaching and learning materials and activities? (3)			2		2	6	Evident in displays (working walls), planning, SoW and resources (books, etc). Widget, challenging normative ideas.
2.8 Provides a range of materials, case studies, vignettes, and references? (3)				3	3	9	Really excellent range of materials. The choice of books and links to other topics are real strengths.
2.9 Avoids cultural assumptions by contextualising idioms, acronyms, and Eurocentric references? (3)				3	3	9	Eurocentric references addressed through texts, resources and discussion noted in planning. Word banks available.

2.10 Uses inclusive language in the delivery of course material? (2)			2		2	4	Evident in displays (working walls), planning, SoW and resources (books, etc).
Maximum potential score: 84	Total					76	

Criteria	0	1	2	3	Sub-Total	Total	Comments
3.0 Assessment and feedback							
To what extent does the assessment and feedback on this module:							
3.1 Includes a range of assessment approaches that are understood and accessible to different types of learners? (3)			2		2	6	Cold/hot tasks, end of block assessments, Star Reading, etc. Pupils explained that approaches feel 'set' (long writing).
3.2 Offers a range of accessible, interactive and flexible feedback approaches and options that meets the needs of diverse students? (3)			2		2	6	Editing is done with pupils frequently in response to verbal and written feedback.
3.3 Provides students with the opportunity to reflect and act upon assessment feedback? (2)				3	3	6	Encouraged to use green pen to show reflection. Children spoke about editing. Cold tasks help inform what they learn and complete hot tasks. Talk about it with their partners.
3.4 Provides opportunities for group and peer feedback? (1)			2		2	2	Regular peer work and feedback evident in planning, but also in use of Talk 4 Writing and on working walls. Some reflection in pairs, group reflection with adults for direct feedback.
3.5 Incorporates choice/options for students in assessment tasks? (2)			2		2	4	Pupils discussed how some work is scaffolded but there is no choice in assessment/lesson tasks as such.
3.6 Provides opportunities to critically engage with equality, diversity and inclusivity themes in assessments? (3)				3	3	9	Engagement with a texts with an EDI focus enables students to carry this into their assessments.
3.7 Provides opportunities for students to access support throughout the assessment process? (2)				3	3	6	assessment. Displays, word banks, 'flick back' through books, shared writing. Toolkits. Pupil feedback included more words in backs of books.
Maximum potential score: 48	Total					39	

Criteria	0	1	2	3	Sub-Total	Total	Comments
4.0 Reflexivity							
To what extent does the module team:							
4.1 Address the impact of one's own identity, cultural assumptions and 'unconscious biases' as part of the process of content design, delivery, assessment and feedback? (3)				3	3	9	Substantial training from PM, Shirley Clarke, Fanoula in regards to approaches to delivery, assessment and feedback. Staff encouraged to be reflective and reflexive. A huge amount of work has been done in this area.
4.2 Monitor differential attainment among individuals and groups of learners? (3)			2		2	6	Pupil progress meetings. Central data spreadsheet allows for analysis and monitoring attainment and other characteristics. School reviews assessment processes regularly to ensure monitoring is more than sufficient. Process change and further detail to monitoring will move this score to a 3.
4.3 Engage students in devising or re-visiting the content and learning and teaching and assessment strategies? (2)			2		2	4	This curriculum is new and was informed by Sarah's pupils and their feedback ('football boys' who loved No Ballet Shoes in Syria!). Fahima echoed this and spoke about how they continue to evaluate this. This needs further time to embed so children can give feedback.
4.4 Monitor how teaching, learning and assessment are experienced by different individuals and groups of learners? (3)			2		2	6	Pupil progress meetings. Central data spreadsheet allows for analysis and monitoring attainment and other characteristics. School reviews assessment processes regularly to ensure monitoring is more than sufficient.
4.5 Ensure that students from a diverse range of backgrounds are involved in the review and evaluation of the course or module? (3)			2		2	6	This curriculum is new and was informed by Sarah's pupils and their feedback ('football boys' who loved No Ballet Shoes in Syria!). Fahima echoed this and spoke about how they continue to evaluate this. This needs further time to embed so children can give feedback.
4.6 Draw upon feedback from previous cohorts? (1)				3	3	3	This curriculum is entirely based on feedback from previous cohorts of children and was designed with them in mind. The school has and continues to design appropriate evaluation methods (as detailed above).
Maximum potential score: 45	Total					34	

Overall score / 240

200

General Comments

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