

Artsmark self-assessment

framework resource:

3. Children and young people engagement

Engage children and young people

Definition: All children and young people can talk enthusiastically about, and demonstrate their knowledge, skills, understanding and experience of, a broad range of high-quality arts and cultural provision. The setting uses the Quality Principles to plan and measure the impact of engagement.

Silver: Children and young people's art is showcased and displayed effectively, and planned arts and cultural events have a high take-up in the setting.

Gold: The setting can demonstrate the impact of developing the voice of children and young people by involving them in planning and delivering authentic arts and cultural experiences. Children and young people take ownership of their engagement and personal progression within the arts.

Platinum: The setting demonstrates over time that children and young people are ambassadors for high-quality provision and learning, and take a leadership role in delivering continued professional development (CPD) opportunities in and out of their own setting. The setting can demonstrate the effect arts and cultural provision has on outcomes and skills development for their children and young people, in a wide range of arts and cultural experiences.

In our experience, many schools feel that they achieve this criterion at silver level but understand that for gold and platinum levels there is a need to plan for opportunities to put children and young people at the heart of decision-making in planning, curating and delivering arts within the setting.

How are you doing this in your school?

Useful information

Below are links which might be useful for those looking to develop this area of the Self Assessment Framework.

Evaluating SEND pupil engagement in the arts -

<https://www.anewdirection.org.uk/blog/send-pupil-voice-in-the-arts->

Evaluating impact in the arts

<https://www.anewdirection.org.uk/asset/3966/view>

Artsmark: Planning for Impact – Effective questions and good answers

<https://www.anewdirection.org.uk/asset/4498/view>

Activities & questions

These activities and questions have been designed to help you when writing your Statement of Commitment.

- » How are children and young people currently engaged with planning, curating and delivering arts activities within your setting?
- » Does your school currently have a school council and are their opportunities for the arts to be on the agenda at these meetings?
- » Does your setting have a good understanding of the range of arts skills that your children and young people possess?
- » Is there a staff member in your setting that can support pupil engagement in the arts in your setting?

What kind of activity could you consider for this section?

- » Arts Week – a great opportunity for young people to get involved in the programming of a dedicated week of arts in your setting.
- » Arts Award - a unique qualification that supports children and young people grow as artists and art leaders, inspiring them connect and with and take part in the wider arts world by taking on challenges in the arts.

- » School Newsletter - opportunities for children and young people to write about their own arts experiences in school.
- » Assemblies - a chance for children and young people to share their arts skills and knowledge with their peers.
- » Lunch time clubs – older pupils may enjoy the opportunity to run a lunch time arts club with younger pupils, sharing their skills and knowledge.

What purpose do each of these activities serve? How are they mapped against the quality principles?

- » To **actively involve children and young people** and empower them to voice their ideas.
- » To strive for **excellence** in planning, delivery and reflection of their Arts Award.
- » To **develop belonging and ownership** for children and young people by enabling them to curate a newsletter shared with the students, teachers, parents and the wider community.
- » To enable children and young people to produce **exciting and engaging** material to share in assemblies.
- » To support **personal progression** for those children and young people who want to take a leadership role in planning and running lunchtime activity and supporting other children in learning their chosen art form.

Start by mapping your current arts and culture provision. You will have started this at your development day.

- » Are the activities accessible to all students?
- » Who decides on the programme? Is it driven by agreed criteria and/or policies?
- » What role does SLT/ the governing body play in shaping it?
- » Do the activities follow the same pattern each year or are there factors that might determine changes to the programme?
- » How do you evaluate the programme?
- » How do you measure impact on engagement, progression and confidence?
- » How do you share activity with parents and the wider community? With other schools?

Look at the Artsmark criteria in the self-assessment framework for children and young people engagement. Which descriptions below (Silver, Gold or Platinum), best fits your existing provision?

- » Demonstrating your commitment to showcasing and displaying young people's art in your setting. (Silver)
- » Documenting the take up of arts and cultural events in your setting. (Silver)
- » Demonstrating the impact of developing pupil voice by involving children and young people in planning and delivering arts and cultural experiences. (Gold)
- » Creating monitoring materials to enable children and young people to take ownership of their engagement and personal progression in the arts. (Gold)
- » Evidencing over time how children and young people are ambassadors for the arts in your school and within other settings. (Platinum).
- » Opportunities for children and young people to take a leadership role in sharing their own skills in and out of their own setting. (Platinum)
- » Ensuring that your setting has a rigorous monitoring and evaluation process in place to document the positive impact that arts and cultural provision has on your children and young people. (Platinum)

Next steps for your Artsmark journey

- » Auditing existing provision for pupil engagement in policies, curriculum, governance structure and mapping future provision against the Artsmark criteria
- » Developing a more robust evaluation framework to evidence the impact of arts and culture provision on students.
- » Establishing new systems for tracking and documenting pupil progress in the arts
- » Using the quality principles to develop new provision
- » Planning how to share good practice on pupil engagement with other settings and/or identifying settings who can share expertise