**Artsmark statement of commitment checklist**

AND have designed this checklist to support you when writing and submitting your statement of commitment.

A key document in the new Artsmark programme, the statement of commitment is part of your formal submission to Arts Council England. It shows your overall plan for the arts and will be used as a reference point when it is time to level your school's progress.

The question number correlates to the question on the statement of commitment

**Question 1**

When writing about the arts in your school, have you focused on the ‘WHY’ and not just the ‘what’?

Is there a clear distinction in your response between **principle** (developing the whole child) and **pedagogy** (relating more specifically to teaching and learning)?

**Question 2**

Have you shown how Artsmark will help you achieve your School Improvement Plan priorities?

Have you thought about the role that the following might play in your plans:

* the self-assessment process
* the quality principles
* a network/community of Artsmark schools

**Question 3**

Is your current level clearly described for **each** of the eight areas of focus?

Is it clear which level you are seeking to establish, or work towards, by the end of this Artsmark cycle?

**Question 4**

**What are you trying to change?**

Are your objectives SMART? (Specific, measurable, achievable, relevant and time-bound… other versions of this mnemonic are available!)

Are you confident to take on your objectives, or are you attempting too much in one cycle?

Do the objectives relate to the development areas already identified in previous questions?

Do you have a clear activity plan with:

* a timeline
* allocation of roles and responsibilities
* a resources plan
* an evaluation framework

Does your school have a common understanding of what success will look like?

Do you know what evidence you will gather? How you will evidence the quality principles? How will you document and share your findings?

Do you know how you will monitor progress and evaluate outcomes?

**Note:** Arts Council England has stated that it cannot accept tables or charts in Q4 but you may find it useful to work from one yourselves before composing your response.

There are many project plan templates available or you can use ours for the early stages of structuring your thoughts. There is no one ‘right way’ of doing this!

**Question 5**

Does your response to question 5 relate clearly to your action plan? Have you got/ will you have:

* enough time
* sufficient funding
* human resources
* senior leadership/ governor/ staff/ student buy-in
* support from other sources

**Question 6**

Have you identified one or two real strengths? How do you know these are strengths?

Have you made it clear how you can share them and with whom?

Remember that you are summarising your current position and future intentions. It is fine to deviate from your plans if you can account for these changes in your case study when the time comes. The more specific your goals, the easier it will be to structure a plan.

**Finally:**

Have you checked the DfE number is correct on the front of your statement?

Have all the relevant stakeholders had a chance to read and discuss its contents?

Has it been signed by the head teacher and the chair of governors? (You can print, sign then scan if you don’t have an electronic signature.)