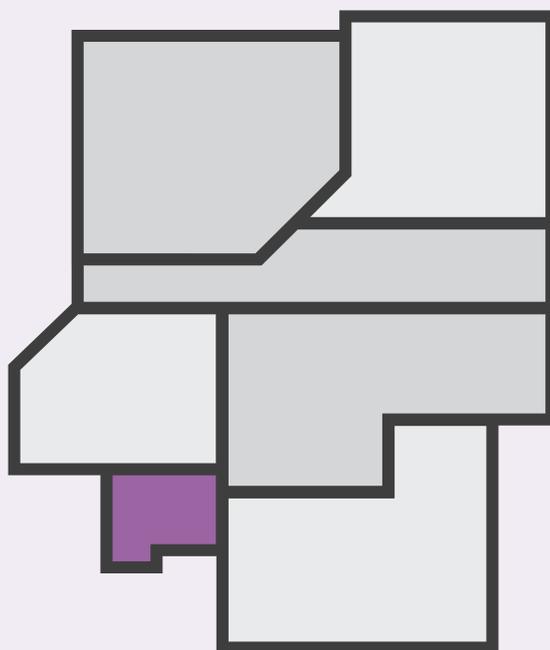


# TEACHERS' TOOLKIT

## Section 7



### Creating an Arts Policy

This toolkit has been created by A New Direction to help you and your school more effectively use and promote the arts and cultural education as a critical component of a balanced, exciting curriculum. The toolkit is comprised of seven sections:

- Making the Case for the Arts in Your School
- Leadership and Governance
- Self-Assessment and Quality
- Partnerships
- Continuing Professional Development (CPD)
- Documentation, Evaluation and Assessing Impact
- Creating an Arts Policy

In each, you'll find basic guidance and definitions of terms, Top Tips for success, exercises and activities, and a list of relevant resources for further research and discussion. Some sections also include Case Studies of schools that have been particularly successful at delivering exciting arts activity.

Each section can be used as a stand-alone guide, or taken as a whole. At the end of each section is a box titled 'Pulling it together', and if you complete this section in all seven toolkit sections you should be ready to take your school's arts programme to the next level.

Most of what's in the toolkit has been inspired directly by best practice in schools, so don't hesitate to tell us how we can make this a better, more effective resource for you.

You can contact us at [schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk).

# ABOUT A NEW DIRECTION

## **We create opportunity**

**A New Direction is a London-based non-profit generating opportunities for children and young people to unlock their creativity.**

London is one of the greatest creative hubs in the world. Every day, thousands of the children and young people who live here are inspired by the city's culture to unleash their own creative side. They have the chance to develop their skills, talents and passions, becoming people who can thrive in a challenging, changing world and boost our wider society.

But there are also thousands of young people who miss out on London's creative opportunities. Barriers of inequality or simple lack of support stop young people from reaching their creative potential, which has knock-on effects for their chances of personal fulfilment and success in later life.

Inequality is not set in stone; we can make London into a city with equal opportunities to engage with culture and be creative for all young people and children. This is our vision.

We are working towards a society where all children and young people can thrive through developing their creativity.

We work directly with the organisations at the front line: schools, cultural venues, local authorities and businesses. We unite those organisations to campaign for better policies that serve children and young people. We organise joint events and projects to reach a broader audience. We connect young people to mentors, work experience and inspiration.

**Find out more at  
[www.anewdirection.org.uk/schools](http://www.anewdirection.org.uk/schools) or  
contact [schools@anewdirection.org.uk](mailto:schools@anewdirection.org.uk)**

# MAP OF THE TOOLKIT



**Key**

- Basic guidance
- Top tips for success
- Exercises
- Group activity
- Case studies
- Pulling it together
- Relevant resources



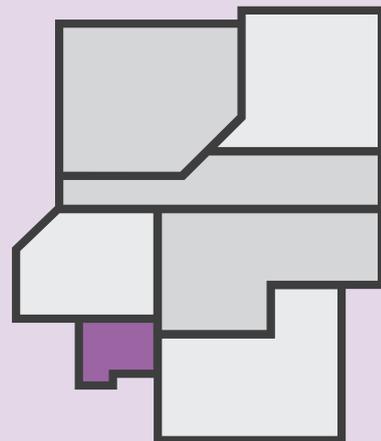
# Creating an Arts Policy

Most schools with effective arts programmes also have a strong, clear arts policy: most often, this can easily be found on the school's website as a way of announcing not only that the arts matter, but outlining clearly how they matter.

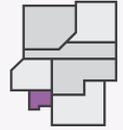
## Consider:

- Why having an arts policy is important
- Your arts policy

The pulling it together pages of sections 1-6 of this toolkit are designed to enable you to quickly start your school's arts policy.



# 1. Why Having an Arts Policy is Important



The strongest arts policies link directly to key drivers of a School Development/Improvement Plan, and are drawn up specifically with the SIP/SDP in mind. This helps to ensure that arts activity is meaningful and strategic and supports pupil aspiration and attainment across school life.

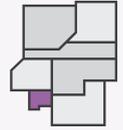
According to Arts Council England, an overarching arts policy can help ensure that:

- All children/ young people are entitled to a range of high quality arts experiences, whatever their background and ability
- High-quality arts provision doesn't just rely on the enthusiasm of individuals but is embedded in the ethos and planning mechanisms of the school, including the School Improvement Plan
- High-quality resources are allocated to arts provision, including staff, continual professional development, materials, facilities and equipment
- Opportunities to learn about the different cultures are embedded in each curriculum area of the arts
- Participation and achievements in the arts, including Arts Award, are recognised and celebrated
- There is a strategic approach to arts provision which includes partnerships with artists and arts organisations and on-going links with the community

Case studies show that arts-rich schools value the contribution the arts make to quality of life for children and young people and the unique opportunities offered by the arts for creative self-expression. The Arts Policy encapsulates this value for all to see.

Notes

## 2. Your Arts Policy



If you respond to all of the 'Pulling it together' boxes in each section of this toolkit, you'll have an excellent starting point for your own Arts Policy. Arts Council England further suggest what an Arts Policy should include:

- Why you include the arts in the curriculum
- What particular and unique contribution arts make towards children's/young people's education
- How you provide high-quality resources that can be accessed by all children/young people
- How you monitor and evaluate the impact of your arts provision

Your Arts Policy will ideally be monitored and reviewed by your School Governors alongside your school's SDP/SIP. The Arts Policy should therefore indicate:

- Where objectives are to be found (for example, in a self-evaluation plan for the arts as a whole or in individual subject self-evaluation plans)
- When governors agreed the policy, and when it will be reviewed
- Who is responsible for ensuring that the impact of the arts is analysed and data published and celebrated

Conduct an INSET session that uses the World Café exercise (see Continuing Professional Development) to offer some answers, which in turn will help flesh out your Arts Policy.

Notes

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Exercise

## Sketch Out Your Arts Policy

Sketch out how you might like your Arts Policy to take shape, and create a question template for each section, e.g. why are we offering partnerships, why are the arts an important entitlement for all students, how does music/ dance/ drama/ art, etc contribute to this?



Your arts policy



Following are links to some Arts Policies that we think are strong for different reasons. You'll note that they vary in style, length and emphasis. We'd also suggest you also conduct your own search, and talk to schools in your area that might provide useful templates and starting points. Above all else, you should create a policy that works for your school.

This download from Arts Council England outlines its approach to building an Arts Policy

→ [www.artscouncil.org.uk/publication\\_archive/from-policy-to-partnership-developing-the-arts-in-schools/](http://www.artscouncil.org.uk/publication_archive/from-policy-to-partnership-developing-the-arts-in-schools/)

Theatre company Arts on the Move, founded by a former teacher, offers this simple, point-by-point Arts Policy roadmap

→ [www.artsonthemove.co.uk/education/primary/artspolicy.php](http://www.artsonthemove.co.uk/education/primary/artspolicy.php)

Buckland Newton Primary School in Dorset uses this very detailed and comprehensive policy to communicate its arts provision and goals

→ [www.bucklandnewton.dorset.sch.uk/ourschool/Policies/arts.pdf](http://www.bucklandnewton.dorset.sch.uk/ourschool/Policies/arts.pdf)

Links Primary School in Merton has a Creative Arts Policy that is simple, clear and effective

→ [www.links.merton.sch.uk/policy\\_arts.pdf](http://www.links.merton.sch.uk/policy_arts.pdf)

Whitefield Schools and Centre in Walthamstow is one of the largest special schools in Europe, and a teaching school. Its Expressive Arts Policy is detailed and comprehensive, and is particularly strong in continuously linking the arts to whole-school improvement

→ [whitefield.web7.devwebsite.co.uk/\\_files/School%20Policies/0BFB9AC8617A3ED08EB21CBC38A1E1B0.pdf](http://whitefield.web7.devwebsite.co.uk/_files/School%20Policies/0BFB9AC8617A3ED08EB21CBC38A1E1B0.pdf)

Worle Community School in Somerset offers a good example of how an Arts Policy can live front and centre on your website

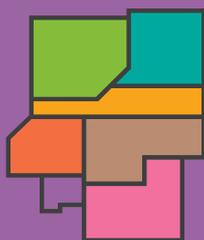
→ [www.worle.n-somerset.sch.uk/page/?pid=34](http://www.worle.n-somerset.sch.uk/page/?pid=34)

The Artsmark process explores areas of provision vital to an effective and inclusive arts policy.

→ [www.artsmark.org.uk](http://www.artsmark.org.uk)



# TEACHERS' TOOLKIT



Find out more and download this toolkit at  
[www.anewdirection.org.uk/schools](http://www.anewdirection.org.uk/schools)  
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and follow us on Twitter @A\_New\_Direction