

Artsmark: Evaluating Impact

The Artsmark Award is a nationally recognised accreditation endorsed by Arts Council England which is designed to celebrate, develop and protect your arts and culture provision and make a contribution to whole school improvement. Accordingly, the impact of Artsmark will be woven into the impact of the school overall, and many of your existing methods of assessment will be fit for purpose when evidencing impact in your Statement of Impact.

This document was created as a response to the question we are often asked, how do we evaluate the impact that the Artsmark journey has had on our arts provision?

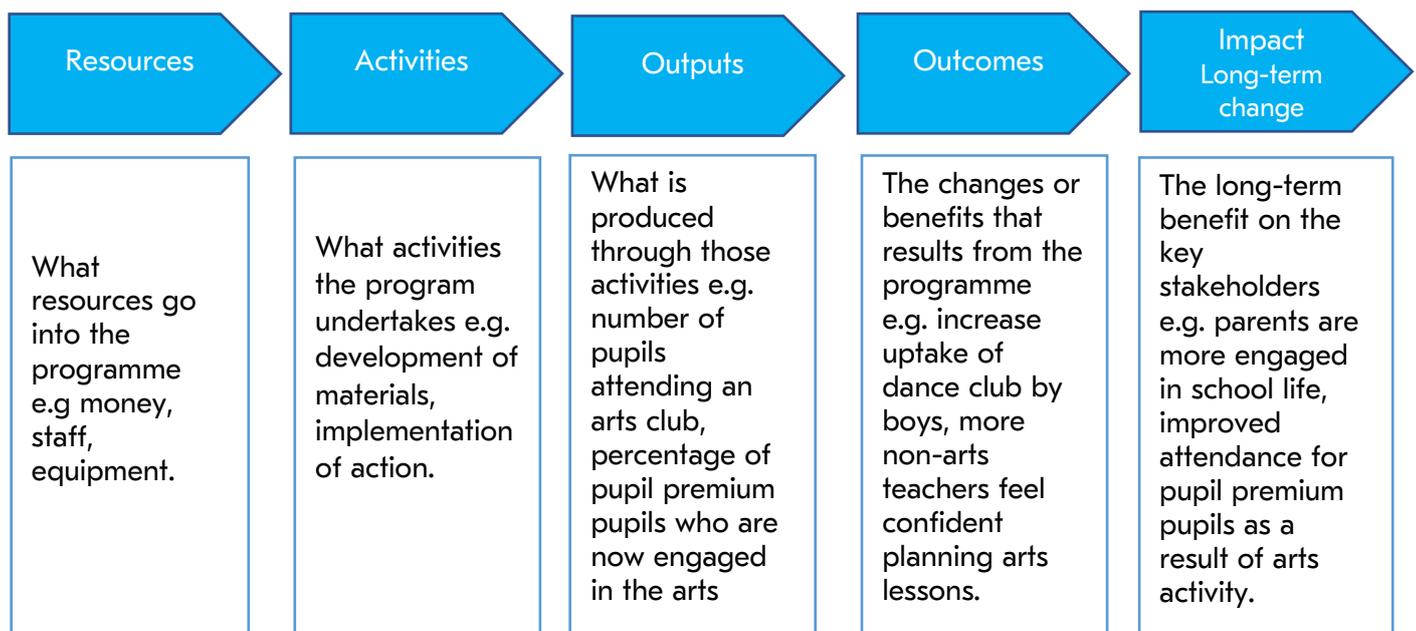
Here are 5 examples of ways to monitor and evaluate impact in the arts.

The key with all aspects of impact measurement is to ensure that you have a clear idea what you are expecting the arts to achieve at the outset and match your success indicators accordingly up front during the planning stage.

One effective way of achieving this is by using the logic model.

Planning for Impact – Logic Model example

A logic model is a systematic and visual way of presenting, sharing and understanding the effectiveness of a programme.



Action Planning

The logic model will help you identify how you would like your Artsmark journey to impact on your setting.

The next stage is to create a live action planning document to share with colleagues which outlines the key actions, events and milestones on your Artsmark journey. Although tables are not permitted within the final Statement of Impact, it can be incredibly useful to have an action plan as a working document in a public place in your setting so you can monitor and assess as you go.

Here is an example of a template of an action plan which could be used to map your Artsmark priorities against the Artsmark Self-assessment Criteria.

	Priority	Core Task	Timeline	Cost	Monitoring	Outcome/Output
Leadership						
Curriculum Design						
CPD						
Pupil Engagement						
Range of Offer						
Partnerships						
Equality and Diversity						
Values and Ethos						

Developing Pupil Self-Assessment using the Seven Quality Principles

The Artsmark Award requires you to demonstrate that your Statement of Impact has taken into account the Seven Quality Principles created by Arts Council England to inspire planning for high quality arts learning experiences.

The Quality Principles are set out below, along with accompanying self-assessment statements. You can use this tool created by Arts Council England to devise questions for interviews with individual pupils or a small group of pupils to gain feedback on the impact of your project.

The full report is called 'Devising participatory metrics' and the full report can be found in the following link:

https://www.artscouncil.org.uk/sites/default/files/download-file/CC_participatory_metrics_report_July_2015_FINAL.pdf

Children and young people quality principles	Participatory metrics
1. Striving for excellence and innovation 'Is there a real commitment to achieving excellence by, with and for children and young people?'	Organisation: The project was well organised
2. Being authentic 'Is it authentic; is it the real thing?'	Respect: I was treated as an equal Voice: My ideas were taken seriously Contribution: I felt like my contribution mattered Authenticity: It felt like a real artistic experience Feedback: I got helpful feedback
3. Being exciting, inspiring and engaging 'Are children and young people excited, engaged and inspired?'	Worldview: It helped me understand something new about the world Motivation: I feel motivated to do more creative things in the future Enjoyment: I had a good time Experience: What three words best describe how you felt about it?
4. Ensuring a positive and inclusive experience 'Do children and young people have a positive and inclusive experience?'	Responsiveness: The organisers responded well to the needs of the group Support: People in the group supported each other Acceptance: I felt like I could be myself Empathy: It helped me understand other people's points of view New people: I got to know people who are different to me
5. Actively involving children and young people 'Are children and young people actively involved?'	Intensity: I felt deeply involved in the process Clarity: I was clear about what we were all here to do

<p>6. Enabling personal progression Do children and young people progress and know where to go next?</p>	<p>Experimenting: I felt comfortable trying new things Creativity: I feel more able to express myself creatively Achievement: I was amazed by what we achieved Stretch: I did something I didn't know I was capable of Confidence: I feel more confident about doing new things Opportunity: The project opened up new opportunities for me Skills: I gained new skills (or an alternative question on artistic skills) Artistic skills: I improved my artistic skills Legacy: Will you do anything different as a result of this experience?</p>
<p>7. Developing belonging and ownership 'Do children and young people feel they belong and that it belongs to them?'</p>	<p>Belonging: They made me feel part of the team Friendship: I felt close to other people involved in the project Welcome: They helped me to feel part of the project/community group</p>

Evaluating the impact of CPD Training for Teaching Staff

If you have decided to focus your Artsmark journey on the professional development of your staff, you may want to consider the Teaching Development Agency questionnaire which is a concise and effective way of identifying the aims and objectives of the CPD programme and then evaluating the effectiveness of CPD for teachers.

Source: Impact evaluation of CPD; TDA (2007)

The full report can be found in the following link:
http://dera.ioe.ac.uk/9686/2/impact_evaluation.pdf

Prior questions for the CPD leader

1. Is the strategy and timescale for evaluating impact appropriate?
2. Has the activity been costed, and does the expected impact suggest that the professional development is cost-effective?
3. How will the impact evaluation feed into performance management procedures?
4. Is there more the school could do to maximise the impact?

Prior questions for the participant

Participants should consider these questions with their line manager, or another identified person such as a mentor or coach.

1. Who have you discussed the potential impact of your intended learning outcomes with?
2. What specific outcomes will result from this professional development activity?
 - How will your practice be changed?
 - How will the professional development benefit you?
3. How will the professional development benefit the wider school, your colleagues, and children and young people?
4. When would it be appropriate to evaluate the evidence of outcomes? (There may be a need for staged reviews— short, medium, long term.)
5. How will the evidence base for evaluating the impact of the professional development be collected? How will children and young people contribute to this? What will be the form of the evidence?
6. What would be appropriate criteria to judge the intended impact?

Review questions for the participant

Participants should consider these questions with their line manager, or another identified person such as a mentor or coach.

1. What is your evidence of impact? Is there more evidence to be reviewed? If so, when will it be available for review?
2. Does the evidence suggest that the professional development had the intended impact on you, your colleagues, your school and your students, when judged against the agreed criteria? If not, why might this be the case?
3. Were there any unexpected outcomes for you, for your colleagues, your school, or your students?

Review questions for the line manager, or another identified person such as a mentor or coach

1. Do you agree that the identified outcomes suggest that the intended impact has been achieved? Would you like to see further evidence? If so, what should this be?

2. By considering the impact of the professional development and its cost, do you think that this activity has been cost-effective?
3. How should the participant follow up this particular professional development to maintain or increase the impact?
4. What should you or other key staff do to maximise the impact of this professional development on the participant, colleagues, the school and the students?

These are just some of tools that we recommend you use during your Artsmark journey to evidence the impact of your Artsmark journey on your setting.

A New Direction, the bridge organisation that support your Artsmark journey, offer a range of support sessions and one-to-one telephone calls where we can offer personalised feedback on your Statement of Impact.

You can find a link to book these sessions here: www.anewdirection.org.uk/artsmark-support