

Your Artsmark Award



**Celebrate your
success, understand
your feedback
and plan your
next journey**

“ Being an Artsmark school demonstrates that through offering a broad, balanced and creative curriculum, young people have the opportunity to develop character and talent and increase their knowledge, curiosity and skills that will remain with them as they go through adult life.

So, thank you for helping our children grow into innovative, articulate and successful young people. We look forward to working with you to ensure every young person has access to the high-quality cultural education you offer. ”

Dr Darren Henley CBE,
Chief Executive,
Arts Council England



Photo © Xavier Fiddes /
Northway Primary School

Congratulations on achieving your Artsmark Award!

We want to extend a huge **thank you** for your commitment to championing arts and cultural education. We are delighted to present you with your Artsmark certificate, which has been designed by award-winning illustrator and children's author, Coralie Bickford-Smith.

We've developed this handy booklet to help you **reflect** on your achievements, **understand** how we assessed your award and **support you** to plan your next Artsmark journey. At the back of this booklet you'll find a resource to kick-start your reflection and planning process.

Celebrating your success

Head over to the [Celebrate your Artsmark success](#) of our website where you'll find lots of useful ideas and templates to help you celebrate your award, including a draft press release and letter to your local MP. You can also order a wall plaque – but hurry, these are limited editions and are available on a first come, first served basis.

Don't forget to share your celebration stories with us by tweeting us at [@ArtsmarkAward](#) or tagging us on [Facebook](#) or [LinkedIn](#).

Useful links

You can download digital versions of all our resources and find information about our national delivery partner, Goldsmiths, University of London on our website:

- Celebrate Artsmark resources, celebration templates and the Reflection and Planning resources:
artsmark.org.uk/success
- Artsmark Framework and submission templates:
artsmark.org.uk/resources
- Goldsmiths training and support:
artsmark.org.uk/support



Photo © Xavier Fiddes / Senacre Woods Primary School

Keep up the great work!

Your Artsmark Award is valid for two years. It's best to re-register as soon as possible so you can start your next application before your award expires.

Re-register at artsmark.org.uk/register

By re-registering for Artsmark you can:

1. Explore new objectives to further enhance your arts and cultural provision and creative opportunities for young people
2. Celebrate and develop your long-term commitment to cultural education with your pupils, parents and your local community
3. Develop your position as a mentor and leader in cultural education and advocate for other settings on their Artsmark journey
4. Strengthen staff development, recruitment and retention by demonstrating your commitment to creative and innovative teaching practices
5. Nurture long-lasting partnerships with cultural organisations and creative

Don't just take our word for it!

St Albans High School for Girls in Hertfordshire achieved their Artsmark Platinum Award in August 2023.

“The Artsmark journey has improved our vision for arts and culture. It has enabled us to enhance our arts provision and make further positive progress towards our aims of offering experiences which are authentic, inspiring and which enable personal progress, belonging and ownership.”

**Holly Whymark, Director of Drama,
St Albans High School for Girls**

How we assessed your award

Your Statement of Commitment and Statement of Impact were used to assess your Artsmark Award.

They were assessed against the:

- Artsmark Award criteria
- Quality Principles

Our assessors award an Artsmark level based on:

- how your arts and cultural provision has developed between both documents
- evidence of the impact of Artsmark
- objectives and goals that have been achieved, not ones that are yet to be completed

“As an assessor it is heartwarming to hear about the positive impact settings' Artsmark journeys are having across the curriculum in terms of planning, CPD, peer-to-peer support, pupil engagement and leadership.

We know your settings never stand still, so we give meaningful feedback that highlights strengths and achievements as well as suggesting pointers for next steps as you continue with your Artsmark work.

We hope by giving such feedback, you feel supported to maintain the momentum to stretch yourselves even further to influence outcomes for your pupils.”

**Dame Reena Keeble Ed.D,
former primary school
headteacher**



Top: Photo © The LPA /
St Paul's Juniors

Bottom: Photo © Xavier Fiddes /
Horningsham Primary School

Artsmark levels explained...

Artsmark is awarded at three levels: **Silver**, **Gold** and **Platinum**.

The statements below use the **Artsmark Framework** criteria to give you an overview of the different award levels.

| Artsmark Silver | Artsmark Gold | Artsmark Platinum |
|---|--|--|
| <p>Arts and culture are valued and promoted in the setting, and it strives to ensure that all children and young people can develop and display their arts skills within and beyond the core timetable. Children and young people have opportunities to explore their creativity and enhance their wellbeing through enjoying and engaging in arts and culture, and emerging links to creative practitioners model the arts as careers.</p> <p>The setting strives to give all its children and young people equitable access to the arts and inclusiveness is monitored.</p> <p>Artsmark is clearly outlined in the setting's development or improvement plan. Senior leaders and Arts Leads are increasing the breadth and depth of arts learning opportunities and they actively monitor the Artsmark process.</p> <p>The setting strives to increase engagement in opportunities to create and to perform. Children and young people are engaged in, and excited by, opportunities to develop and display their talents. Children and young people's views are considered in the planning of arts and cultural experiences, and these experiences contribute to their wellbeing, their world and their understanding of themselves.</p> <p>Staff have a growing understanding of what quality in the arts and cultural curriculum means for them and this is reflected in schemes of work and curriculum plans.</p> <p>Engaging and relevant creative and cultural learning experiences are emerging within, and outside of, the timetabled day.</p> <p>In-house CPD opportunities support the setting's broader Artsmark ambitions. Staff are sharing good practice and are exploring external CPD opportunities, including drawing on digital resources. The setting is beginning to engage with creative practitioners and organisations to support a broader range of arts experiences and to enthuse participants to explore learning in more creative ways.</p> | <p>Arts and culture are valued for their own sake, and for their wider contribution to wellbeing, personal development, and the setting's sense of community. For primary aged children, arts and culture are linked to wider learning opportunities.</p> <p>Secondary aged students are offered a range of arts qualifications and other avenues to extend their engagement in arts subjects. The setting develops children and young people's ability to express their creativity through the arts and draws attention to the creative and cultural industries as career choices.</p> <p>The setting identifies and addresses issues and opportunities relating to diversity, equitable access, and inclusiveness in its provision in arts and culture.</p> <p>Through the whole setting's planning, senior leaders drive and develop arts and cultural teaching and learning for all groups of children and young people. They review and revise plans to improve the quality of provision and outcomes.</p> <p>High engagement in arts and cultural provision, where the setting demonstrates developing the voice and influence of all children and young people. They contribute actively to the planning and delivery of authentic arts, cultural and creative experiences and take ownership of their engagement and personal progression within the arts. There is more targeted use of arts and creative provision to address wellbeing.</p> <p>The setting's curriculum has embedded schemes of work that develop a progression of knowledge, skills and understanding for arts and cultural subjects across all phases. Where appropriate, connections are made across the curriculum and the arts are used to support other learning.</p> <p>There are many opportunities to be creative and to perform in the arts, to access culture, see live performances and evaluate art works in a range of media.</p> <p>The setting has collaborations in place which improve the quality of teaching and learning and are developing the cultural community by linking to local creative practitioners and organisations.</p> | <p>Arts and culture are deployed strategically to develop creativity and enhance achievement. They impact positively on wellbeing and strengthen the setting's community. The setting advocates widely for arts and culture, sharing its vision with other settings and supporting them to develop their own vision for arts and culture. The setting actively promotes the creative and cultural industries as career choices within and beyond the setting.</p> <p>The setting demonstrates the positive outcomes of strategies that use arts and culture to minimise discrimination and foster good relations within its community. Children and young people are actively involved in promoting the values of tolerance and respect through arts and culture.</p> <p>Governors/trustees and senior leaders take responsibility for evaluating provision and its impact, overseeing the strategic development of arts and culture to implement the setting's vision.</p> <p>Children and young people are given ownership of their creative use of the arts. Their voice has impact and influence within the setting and they may act as coaches, advocates or ambassadors for quality provision and learning in the arts, within and beyond the setting.</p> <p>The setting demonstrates the impact of an extended and challenging arts and cultural curriculum. It develops creativity, curiosity, craftsmanship and confidence. Children and young people work with their peers, within and beyond their setting, to create and perform their own art works.</p> <p>Through inclusive and relevant arts and cultural experiences, children and young people demonstrate an understanding and appreciation of diversity within arts and culture. The setting evidences the leadership role it has taken in supporting a range of other settings with developing quality provision.</p> <p>The setting demonstrates its strategic approach to partnership development and resource sharing, actively engaging in existing networks. It is dynamic in leading partnerships and creating new collaborations to support other settings.</p> |

Follow our three simple steps:

1. Reflect on your achievements and areas for development
2. Plan your next Artsmark journey
3. Access support and build new partnerships

1 Reflect

When reflecting on your Artsmark journey you should focus on two key areas:

- Your **achievements**
- Your areas for **development**

By breaking down your reflections in this way you can celebrate your achievements and start to think about how you develop even further.

Your feedback

Your feedback comment is a great place to start when reflecting on your Artsmark journey. You can find it in your award notification email.

After reading your feedback comment, highlight the key things mentioned by the assessor. This could be areas of strength:

“in-house CPD has improved teacher’s skills and confidence”

or areas for development:

“provide more opportunities for pupils to shape their own learning”

Your submissions

Your Statement of Commitment and Statement of Impact hold all the information about your journey. They show the impact that Artsmark has had in your setting and outline the goals and objectives you set yourselves.

Read over these documents with colleagues and senior leaders. Discuss your achievements and the challenges you faced, so you can reflect on the journey you have been on together.

Above Photo © Callum McMorran, Canteencreate / Chorlton High School



Bring everything together

After reading your feedback comment and your submissions you’re ready to complete the first resource – Reflection – at the back of this booklet.



2 Plan

Now it’s time to start planning.

Re-register at
artsmark.org.uk/register

Once you have re-registered and completed our e-learning module, you will be invited to attend a new Artsmark Development training session. This training day will ensure you are up to date with all our latest developments and will give you the opportunity to share the expertise gained in your previous journey with other settings, supporting peer-to-peer learning and developing partnerships.

Get together and start planning

Teachers, staff and senior leaders should work together right from the start when planning an Artsmark journey. You may want to include senior leaders when completing the e-learning module and new staff members in Artsmark Development Training, which is essential CPD to the Artsmark process.

Together, look at the Planning resource at the back of this booklet. It has some prompts that will get you thinking about how you can align your existing development plans to Artsmark. If you have already completed the Reflection part of the resource, you may find some inspiration in those answers.

Build on your previous journey

Use your completed Reflection and Planning resource to decide what your setting’s strengths are, and what you would like to focus on in your next Artsmark journey. Use these reflections to undertake a new self-assessment.

To undertake a self-assessment, read through the Artsmark framework and assess where your setting’s provision sits. It may span the three award levels. Your self-assessment should be taken to your Development training, where you will begin writing your new Statement of Commitment.

In your new Statement of Commitment you can talk about the achievements and challenges from your previous journey, and the areas for development highlighted in your feedback comment. This shows our assessors how you have built on your previous journey and used them to set new, stretching objectives. You’ll then be able to evidence and evaluate these in your new Statement of Impact.

Our assessors will see the award level you received on your previous journey, but they won’t see your previous Statement of Commitment or Statement of Impact. They assess each application independently to award Silver, Gold or Platinum.

Artsmark is committed to developing high-quality arts and cultural education over time. Many of our settings embed at the same level over multiple applications before they are ready to achieve a higher level. Set yourself challenging but achievable objectives that can be used to evidence the impact of your work.

Left Photo: © Kelly Hodgkinson / Webster Primary School

Below Photo: © Phil Rigby Photography



3 Access support

Support is always on hand for settings starting a new Artsmark journey.

Goldsmiths, University of London

Our national delivery partner, Goldsmiths, will be delighted to see that you have re-registered for Artsmark, and will be there to support you throughout your next journey.

Goldsmiths’ training programme offers a mixture of online and in-person sessions, networking and peer mentoring opportunities, as well delivering the Artsmark Development Training.

Find out more about Goldsmith’s support offer: artsmark.org.uk/support

Photo @ Mark Savage / Bolton School



Goldsmiths
UNIVERSITY OF LONDON

Resource

Reflection

Working with teaching staff and senior leaders, you should use this table to reflect on the Artsmark journey. By reflecting on your journey, you can identify your greatest achievements and areas to develop in your next application.



| Your greatest achievements relating to your... | Why are you proud of this achievement? | How can you link this to your feedback comment? | How can you link this to the Self-Assessment criteria? | How could you build on this in your next Artsmark journey? |
|---|--|---|--|--|
| Children and young people | | | | |
| Staff and senior leaders | | | | |
| Wider community | | | | |
| Your areas for development | Why is this an area for development? | How can you link this to your feedback comment? | How can you link this to the Artsmark criteria? | How could you build on this in your next Artsmark journey? |
| Something that didn't go to plan | | | | |
| Something you were unable to achieve in your last journey | | | | |

Photo © Mark Savage / Bolton School

Resource

Planning

Once you have reflected on your previous journey you will be well placed to start planning your next application. Get together with your teaching staff and senior leaders to ask yourselves the following questions.

| Planning prompts | Your answer | How can you link this to the Artsmark criteria? |
|--|-------------|---|
| What are your strategic development priorities over the next few months/years? | | |
| How can Artsmark help you fulfil your development/ improvement plan? | | |
| What didn't go to plan last time? Will you revisit this in your next application? | | |
| What had the biggest impact on your children, young people, staff and wider community? | | |
| How can you build on your achievements to date? Where can you stretch further? | | |
| What new partnerships would you like to make? Which existing ones would you like to develop further? | | |
| How will you support and influence other schools or educational settings? | | |
| What challenges might stop you from achieving your Artsmark goals? How can you prepare for these? | | |
| What support would you like to access during your next Artsmark journey? | | |

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