

**Self-Assessment Guidance**

* The aim of carrying out a Self-Assessment exercise is to support you through the initial planning stages of your Artsmark journey.
* You should complete a Self-Assessment **after** you have completed [**Module 1 – the Artsmark e-learning module,**](https://www.artsmark.org.uk/e-learning-00) and **before** you attend [**Module 2 – Artsmark Development Training – Making Change**](https://www.artsmark.org.uk/module-2-making-change) If you haven’t already completed the e-learning module, you can do so [**here**.](https://www.artsmark.org.uk/e-learning-00)
* Carrying out a Self-Assessment will prepare you for attending Module 2. It will allow you to gather data and think about where you are and where you want to be in terms of the change and impact you want to have during your Artsmark journey. This can then be developed when you attend [**Module 2 – Artsmark Development Training – Making Change**](https://www.artsmark.org.uk/module-2-making-change) and will help to shape your Statement of Commitment.

**Why do I need to complete a Self-Assessment?**

To make authentic, embedded, impactful change we need to know where we are. This is what the Self-Assessment resource should support you to establish: where are you now?

Completing a Self-Assessment will:

* + enable you to examine your current arts and cultural provision as well as identify and assess your current strengths and areas for development, by collecting evidence-based knowledge and data
	+ provide you with a broader and deeper understanding of the needs of your whole school community, allowing you to self-reflect and establish your starting point for your setting’s Artsmark journey
	+ outline the key priorities in your school improvement plan that align with your Artsmark journey
	+ empower you, through a collaborative process of critical analysis and self-reflection of your collected data, to make strategic changes on your Artsmark journey





**How do I carry out a Self-Assessment?**

Module 1 states: *‘Work with staff, senior leaders and governors to get a clear view of your current arts and cultural provision, to reflect on where you could develop further…Clarify your reasons for becoming an Artsmark setting, map your existing provision and identify your current strengths and areas for development’.*

* There is not a set template or a document to do this and we recommend that you approach it in a way that feels most valuable to you and your setting. It doesn’t matter how your Self-Assessment results are presented. It’s all about using what you have to find evidence of where you are now in your provision. However, there are a [**series of steps**](#step1) we recommend and questions to ask to do this collaboratively, which you can see below. You will also find [**suggested exercises**](https://www.artsmark.org.uk/support-resources/artsmark-resources-guidance-and-templates/self-assessment-guidance) to help you answer these questions on our website.
* However you choose to collect the data, we suggest that you work with as many key stakeholders as possible, including senior leaders, colleagues, pupils and parents/carers to gather information and reflect on it collectively.
* At this stage of your Artsmark journey, the key is to only collect data that is already available. You don’t need to introduce new methods for collection, which could be time intensive. For instance, if you know that your setting has recently conducted a survey, collect and analyse the results from that survey. Don’t create a new one. Is there (or isn’t there) any mention here of cultural provision in your setting? Analyse what’s already available to you and identify the gaps in your provision currently. During your Artsmark journey, you will be able to gather new evidence and data to corroborate your findings.

**Top tips**

* Make sure you save everything you collect in one easily accessible and shareable digital space within your setting. This will ensure that you facilitate a truly collaborative approach to analysing the data gathered. It will also allow for a smooth transition if your Artsmark Lead changes.
* It will take time to gather the data and evidence that you need to establish a clear picture of your setting’s provision and identify the changes that you want to make. We recommend dedicating approximately 70% of your time to gathering information and 30% analysing it.



**Step 1: Mapping and planning against the Artsmark Framework**

Throughout your Artsmark journey, it is important that you continually refer back to the [**Artsmark Framework**](https://www.artsmark.org.uk/artsmark-framework). This provides descriptors for the eight Artsmark Award criteria used to assess your formal submissions during your Artsmark journey (the Statement of Commitment and Statement of Impact) and to help determine your award level.

It could be helpful to start your Self-Assessment exercise by creating a table which maps each of the eight criteria against key questions. This will allow you to collect data and reflect on your current provision, thinking about the changes that you would like to see in the future. In our example table on the [**Self-Assessment exercise**](https://www.artsmark.org.uk/support-resources/artsmark-resources-guidance-and-templates/self-assessment-guidance)**,** we have started this process for the first criteria (‘values and ethos’). We have also posed some more [general questions](https://www.artsmark.org.uk/support-resources/artsmark-resources-guidance-and-templates/self-assessment-guidance) for you to consider at this stage of your Artsmark journey in [**this document**](https://www.artsmark.org.uk/support-resources/artsmark-resources-guidance-and-templates/self-assessment-guidance)**.**

**Step 2: Data and information gathering**

By mapping out your current provision and future plans against the Artsmark Framework, you should have a list of data and information to gather.

Make sure the data you gather is from a wide range of data sources and that a diverse group of stakeholders are involved in this process. You could do this by forming a cross-curriculum staff team or a pupil task group to gather and record feedback from all stakeholders, including parents/carers, students and your local community.

**[Suggested steps and ideas to help you collect this data can be found in Step 2 of the Self-Assessment exercise document.](https://www.artsmark.org.uk/support-resources/artsmark-resources-guidance-and-templates/self-assessment-guidance)**

**Step 3: Analysing the data**

Once you have this data, you should analyse it collaboratively with colleagues in order to understand what the information is telling you about your setting’s current provision, your strengths, and any gaps that you can identify in your offer. You can then begin to understand the change that your whole-school community wants to see.

**[Suggested questions and steps to help you analyse the data can be found in Step 3 of the Self-Assessment exercise document.](https://www.artsmark.org.uk/support-resources/artsmark-resources-guidance-and-templates/self-assessment-guidance)**

By the end of your Self-Assessment, you should have the evidence, data and knowledge to feel empowered to answer the following questions:

1. What are your setting’s current strengths? What is working well and why?
2. What areas within your setting need developing, strengthening and/or changing in the future? Why?
3. What changes do you want to see within your setting and your whole-school community in the short, medium and long-term? How will these changes and plans link to the Artsmark framework?



**Next steps**

* This Self-Assessment process will support you in having an evidence-based knowledge and understanding of the current state of the arts, culture, and creative provision of your school community: where you are. How you make these changes and how you know the impact of these changes will be supported in Module 2 – Artsmark Development Training – Making Change, which is the next step on your Artsmark journey.
* Delivered by our national delivery partner, Goldsmiths, University of London, you will critically examine and engage in your Self-Assessment. You will learn how to use the findings from this to design, develop and plan cycles of action research to extend and enrich arts, culture and creativity in your learning community. The content of your Self-Assessment and the learning from Module 2 – Artsmark Development Training – Making Change will support you in writing your Statement of Commitment.
* Don’t worry – you won’t have to present your findings, and it doesn’t matter what your Self-Assessment looks like. However, you will use your research as a starting point when you attend Module 2 to inform the changes you want to make within your provision. It is important for your journey progression that you don’t come to Module 2 empty handed. Your original findings will inform how you structure your Statement of Commitment, which will be referenced when you write your Statement of Impact at the end of your journey. So a coherent progression of learning is required from beginning to end.
* You can find out more about Module 2 – Artsmark Development Training – Making Change and the Goldsmiths training and support offer via our website [**here**](https://www.artsmark.org.uk/support-resources/goldsmiths-training-and-support). More information about the Statement of Commitment, including a guidance resource and template, can be found on our website [**here.**](https://www.artsmark.org.uk/support-resources/online-submission-support)

**Support**

For any queries regarding your Self-Assessment, training and submissions, please email Goldsmiths at **goldsmithsartsmark@gold.ac.uk** or join a [**drop in call**](https://www.artsmark.org.uk/support-resources/goldsmiths-training-and-support) with the team.

If you are concerned about submission deadlines, or have any other wider questions about your Artsmark journey, the Artsmark team are here to help: **artsmark@artscouncil.org.uk**

