

# Evidencing impact throughout your Artsmark journey

In your Artsmark Statement of Impact, you are asked to present evidence of impact, not just immediate, but over time. Being able to draw on a range of evidence strengthens your case and offers more than an anecdotal account of what took place. Quantitative and qualitative evidence are both important and you can read more about what you could include below.

The action plan in your Statement of Commitment should include a schedule for monitoring and evaluation with details of the kinds of evidence you might gather as well as how and where this will be stored. If you are already on your Artsmark journey, you can reflect on the journey thus far and if necessary, establish a plan for more rigorous evidence-gathering as you move towards writing your final statement.

It is unlikely that you will recall everything you did over a two-year period without keeping a careful record. This could be in the form of an online portfolio or a file of hard copies. Give some consideration about where your evidence will live and how you will encourage colleagues to share responsibility for evidence-gathering.

## Gathering evidence

Let us take a step back and think more generally about evidence.

**Firstly**, what are you gathering evidence *about*? You might consider these headings as well as others specific to your own Artsmark journey:

- Policies and strategies
- Curriculum changes, i.e., embedding the arts, new curriculum design, range of offer
- Opportunities and events for your students and staff
- Innovation in one or more art form or partnership
- The impact of CPD
- The sharing of practice and outreach to other settings
- Student voice
- Development of pedagogy
- The role of leaders, including governors
- Communication
- Development of resources
- Personal progression
- Assessment and evaluation

Make a map or table that shows the evidence you have already as well as the evidence you would like to add. Use coloured sticky notes or an overlay of tracing paper. Consider these questions:

- How are you demonstrating fulfilment of your original goals and objectives?
- Where are the gaps in terms of areas and/or types of evidence?
- How are you demonstrating fulfilment of the Artsmark criteria in the Self-Assessment Framework?

There will be elements of narrative and celebration in your statement. Use these to address some of the questions above, rather than just telling the story of what you did.

**Secondly**, what kinds of evidence are you looking for? You will not be able to send in additional material with your Statement of Impact, but you can refer to it throughout the document. The more specific you can be, the more effective your case:

- Data (attainment/results, tracking data, attendance figures, data gleaned from surveys)
- Quotes and feedback (look for evidence of impact)
- Observations (by teachers, students, governors, assessors, advisers, partners)
- Surveys and questionnaires (to staff, students, parents, partners etc.)
- Interviews and focus groups
- Work samples
- Displays and the school environment generally
- Documents (policies, statements, curriculum plans, minutes, planning documents)
- Website content (online galleries, podcasts, social media, newsletters)
- Photographs and film
- Mind maps

## Resources that can help with planning & evaluating

In the document [Generic Learning Outcomes Checklist](#) (Arts Council England/Inspiring Learning for All), the follow areas are assessed:

- Knowledge and understanding
- Skills
- Attitudes and values
- Enjoyment, inspiration, creativity
- Activity, behaviour, progression

This would serve you well as a framework for gathering evidence. You can use them when designing surveys or agendas for meetings, interviews, and focus groups.

The [Theory of Change](#) is an approach to creating an outcomes framework and the means to achieving desired goals within your particular context.

[A New Direction](#) has toolkits and resources to help you at each stage of the Artsmark journey, including:

- Resources that explore each of the Artsmark criteria
- Toolkits for completing your Statement of Commitment and Statement of Impact
- Guides to planning for and evaluating impact

**Finally**, thinking of its further value, how might you share the evidence you have collected with other members of the school community and beyond? Could you create a display or exhibition? Will you ensure that it remains available to all, not only as a useful resource for your next Artsmark journey but as a model of project management and a tool for reflection when planning INSET?