



## WELCOME TO ARTSMARK MONTHLY



Hello!

I'm Abi, Education Programme Manager at Festival Bridge. I look after our Artsmark programme - so if you've attended one of our Development training/support sessions, or received feedback on a Statement of Commitment or Impact, chances are you've encountered me along the way!

### Edition 6: Actively Involving Children and Young People

Over many years involving beneficiaries of services in decision making has become increasingly evidenced as best practice in both the public sector. In Artsmark we consider this under the term youth voice. But why is this an important part of assessing quality and how to go about achieving it. Through good youth voice practice your offers will remain relevant and you'll generate fresh thinking and engage the passions of your pupils and students and at the same time grow their leadership, communication and negotiation skills

You as teachers and leaders in education settings are working every day for children and young people: what this Quality Principle, and some of this guidance on 'young voices', does is provoke you to dissect how much you work with children and young people.

#### Congratulations to:

- Framlingham College (Suffolk) on achieving their Gold award



## QUALITY PRINCIPLES UNPICKED

### Quality Principle: Actively Involving Children and Young People

#### What does it mean?

Actively involving children and young people often sits next to other useful phrases like 'youth voice' and the quality principle 'belonging and ownership'. In my thinking about this I believe there are two levels of actively engaging children and young people. Both are valuable, but only when these are combined is when exciting things happen.

ONE: Children and young people in your setting have a voice. They are given opportunities to give feedback; to discuss; to evaluate; crucially they are listened to.

TWO: Children and young people are given opportunities for decision making. They are given a place to be heard and make suggestions from the every day to the highest level of governance and leadership. They are given opportunities to lead.

In feedback from many Artsmark awards, schools and colleges are asked to consider how they can demonstrate the impact of developing opportunities for young people to be actively involved.

#### How could it look in my school?

##### **Develop the arts leaders and advocates of the future**

You could start a student 'arts council': Where needed, this could be facilitated by a member of staff, parent volunteer or governor.

The role of an Arts Ambassador can be one who is an advocate for the arts and raises the profile through sharing their own practice and that of others.

You could look at your board of trustees/ governors and ask if there is diversity in age. If not, make it an aim to recruit 18 – 25 year olds by having relevant ways they can contribute. If a role is difficult to fill you could consider a youth advisory board that speaks to your board of trustees or governing body to give their opinions on what young people need now and are likely to need in the future.

##### **Start small and encourage decision making**

You could have pupil voice planned into modules of work to ask for suggestions.

Where a course is prescriptive such as having a set text, present the non-negotiables and allow the children space to be creative in ways they can learn.

##### **Use Arts Award to give a framework to support children as leaders**

You could train teachers and/ or teaching assistants to deliver Arts Award. There are 5 levels to progress through, all having elements of discovering great arts and culture

and being able to share the value and enjoyment of these with others. As each award is for one young person the Arts Award is so uniquely tailorable to different art forms, ages, access, so that you can incorporate this into your planning.

### What next?

- Look at [online Arts Award Advisor training](#) and ask if there can be a budget for this
- Ask colleagues how they currently involve young people. Make it an agenda item for senior leaders to discuss how this can be developed in the new academic year.
- Learn more with [AMPLIFY](#), an amazing resource created by Bridge organisations from around the country
- If you think you are leading in this area we would love to hear more. Share how you do it, and why it makes a difference, on our social media pages:

Twitter | [@NNFBridge](#) Facebook | [@NNFestivalBridge](#) Instagram | [@festivalbridge](#)



## SPOTLIGHT ON SCHOOLS

**These awarded schools actively involve children and young people:**

### [Springfield Junior School | Ipswich](#)

In their 'statement of commitment' Springfield Juniors school recognised the need to actively engage children and use pupil voice to mould a curriculum in which the arts are embedded. They created whole school 'loops of learning' planning frames to do this. Senior leaders for both humanities and creative arts provided whole school CPD sessions to support teachers to use this system effectively and it is now secure across the school.

Within a 'loop' children steer the direction of history and geography lessons from a 'WOW moment', which the teachers provide; to a 'presentation of learning', demonstrating everything the children have learnt across the unit. Often these presentations are arts based; for example, an exhibition, performance, or presentation which develops students' belonging and ownership. After the children are hooked, pupils give input on what they would like to learn, how they learn and how they want to record their learning.

### *Silver Artsmark Award*

#### **Sawston Village College | Cambridge**

Sawston Village College were prompted in their last Artsmark award feedback to consider extending their practice of deploying some pupils to support primary after school clubs. This of course has not been able to happen owing to the complexities brought by the pandemic.

What they have seen is amazing leadership from the young people in the Arts Forum. Three year 11 students decided to survey pupils about the links between participation in the arts during lockdown and wellbeing. They created this [video](#) to show their findings and made an online exhibition which captured visual arts and music from young people across the College. They asked if the iMedia class pupils could create posters to advertise the online exhibition. Part of the College's approach to actively involving children and young people is using Arts Award as one way of developing leadership in young people. They are currently moderating a fantastic 196 bronze awards and 4 silver awards.

### *Gold Artsmark Award*



## **DON'T MISS OUT**

### **Local Cultural Education Partnerships**

If you don't know where to begin to find authentic arts and cultural providers than these networks are ideal. To find out more look on our [website](#) or contact [bridge@nnfestival.org.uk](mailto:bridge@nnfestival.org.uk) to find out more about an LCEP near you.

You can find all of our upcoming virtual [Development Days](#) and [Support Sessions](#) for all stages of the Artsmark journey on our website. Get in touch with any query, big or small, via [bridge@nnfestival.org.uk](mailto:bridge@nnfestival.org.uk).

### **Artsmark Support**

Looking for an organisation to partner with to improve your provision or work collaboratively with to share expertise? Check out our [Artsmark partner database](#).

### **Native Creatives**

A reminder that recordings from our Summer Term Native Creatives sessions are now available to watch back on our website. Take 30 minutes for yourself to catch up with one of the fantastic workshops or talks, and help reinvigorate your own creative

practice (or get started with one!) Watch session recordings and browse resources on the [Festival Bridge website](#).

You can also fill out a short [survey](#) (whether you've attended an event or not) to help us form the next programme, and be in with the chance to **win a £50 voucher!**

**Thanks for reading - see you next month for our special Summer Holiday - Artsmark Partnership issue!**



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