

Art of Learning Logic Model

Inputs

AOL ACTIVITIES
36 hours of predesigned classroom activities in music, drama, dance, literature/poetry, visual and digital arts

TRAINING
Artists, teachers and school leaders receive training before deployment of activities in class

HUMAN RESOURCES
Special trained artists and Creative Agents to support delivery in school

EVALUATION
EEF/RSA evaluation methodology.
Digital executive function assessment tool

Activities

AOL ACTIVITIES
1 hour activities delivered to pupils in 2 key stage 2 classes per school for 3 days per week for 12 weeks in 25 schools

NEW AOL ACTIVITIES DEVELOPED
Artists and teachers devise new activities which are delivered for 1 hour 1 day per week for 12 weeks

REFLECTION
Regular reflection sessions for artists and teachers, where possible bringing artists and teachers from several schools together

DATA COLLECTION
As agreed with EEF/RSA. Executive functions of pupils in intervention schools and control schools assessed using digital tool

Outputs

SCHOOL/PUPIL OUTPUTS
50 classes in 25 schools benefit from intervention (c 1500 pupils). 25 classes in 25 schools provide data as control group (c 750 pupils)

TEACHER OUTPUTS
50 teachers trained and experienced in the delivery of AoL activities

AOL CULTURAL LEARNING OUTPUTS
600 hour of new cultural learning activities created by artists and teachers

ARTIST OUTPUTS
50 artists trained and experienced in delivery of AoL content

ASSESSMENT OUTPUTS
6 pupils per participating class undertake digital executive function assessment. 6 pupils from control group schools undertake digital executive function assessment.

Outcomes

PUPIL OUTCOMES
Pupils in intervention group show faster improvement in executive functions than those in control group. Pupils in intervention group show better attainment improvement and engagement in school than those in control group

TEACHER OUTCOMES
Teachers take new ideas and apply in their everyday practice. Teachers performance improves

SCHOOL OUTCOMES
School leaders support learning through the arts. School performance improves

ARTIST OUTCOMES
Artists take new ideas and approach other schools. Demand for trained artists increases

Pupils from disadvantaged backgrounds achieve less in school

Pupils from disadvantaged backgrounds achieve better in

Assumptions: Activities which engage pupils socially, emotionally, physically and intellectually improve executive functions. Improvements in Executive Function lead to improvements in attainment in literacy, numeracy and science