



ATTENBOROUGH
ARTS CENTRE

SENsory Atelier Group Evaluation Framework



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SENsory Atelier Group Evaluation Framework Guidance Notes

This framework was authored by Jo Stockdale of Well Within Reach as part of the SENsory Atelier programme.

Elements of the framework were created in consultation with Dr. Penny Hay, Debi Keyte-Hartland and Lisa Pittwood as members of the SENsory Atelier steering group, as well as input from partner teachers, artists and learning from the Reggio Children study week in April 2023.

Over the SENsory Atelier programme, we are measuring a range of different outcomes which fall under five **Outcomes Themes**;

Self-Expression

Agency and Empowerment

Interpersonal and Communication Skills

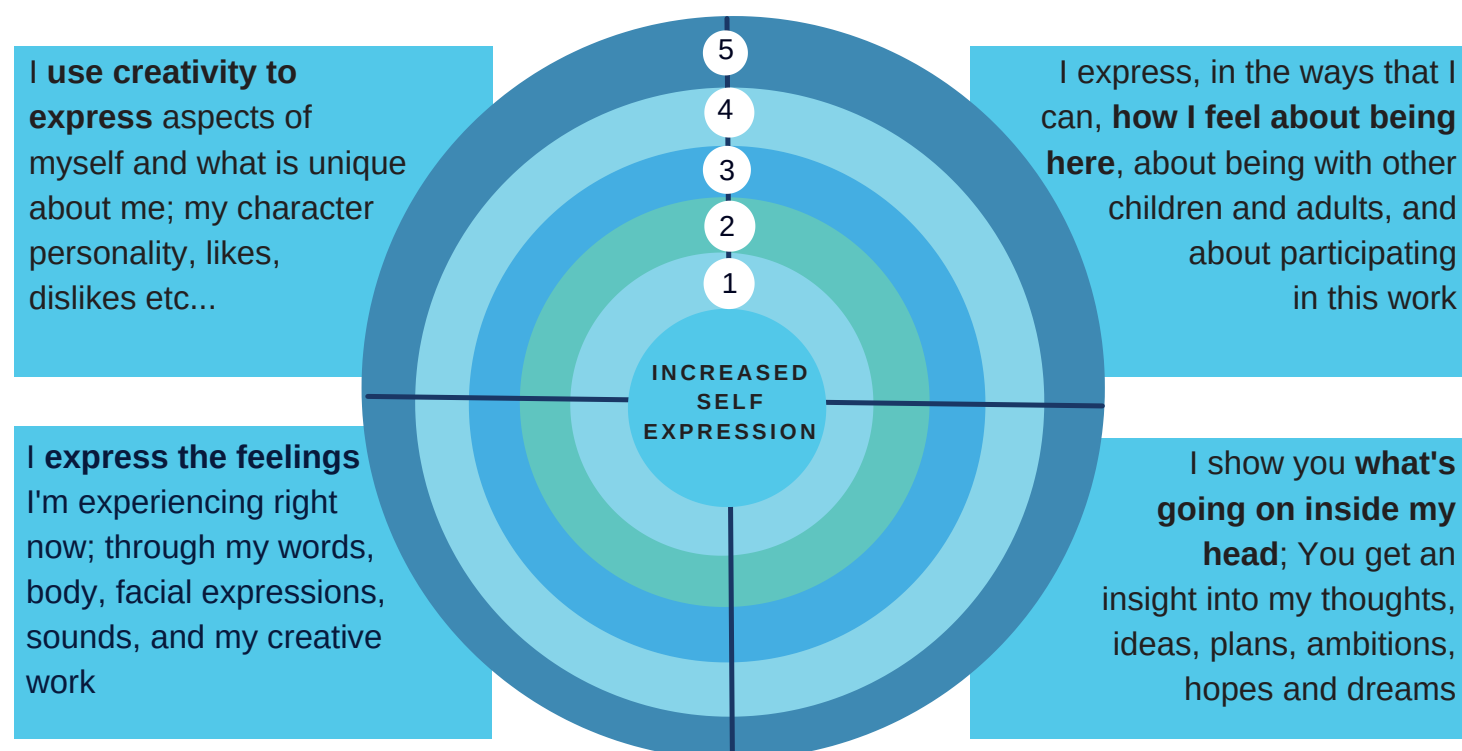
Confidence

Learning

A 'Group Evaluation Framework' has been created for each, all using the same format and colour coded as above for easy identification.

There are 1-4 outcome areas within each theme, with each outcome area being measured using a small 'indicator set' describing 2-4 characteristics or behaviours. These are described through the voice of the child.

Every framework follows the same theme as below;



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Guidance Notes continued

The nature of some children's disabilities, conditions or needs may make it difficult or impossible to observe every indicator available so, through collaborating between teachers, artists and other stakeholders, ensure that the outcomes selected, and their indicators, are appropriate for both the individual participants and nature of the activity.

Choose only one **Outcome Theme** per session to observe a small group/s of children. This can be a focus group within a class, but should include a range of needs and interests that represent the wider group. Use the back of each form to capture narrative observations about each individual from the start to finish of a session. The columns can also be used to link interactions using arrows or other annotations as required.

Each framework encompasses five concentric rings graded from 1-5, according to the extent to which you observe the indicator being true about each child being observed in that moment, as demonstrated below:

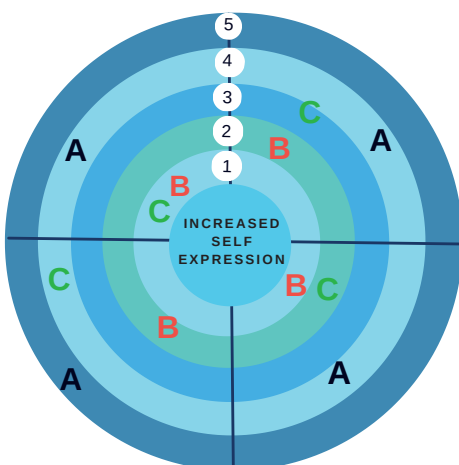
1. Not all all; 2. Rarely; 3. Sometimes; 4. Frequently; 5. Consistently

Simply mark the appropriate ring for each indicator, using the child's initial, ensuring that each child can be tracked individually.

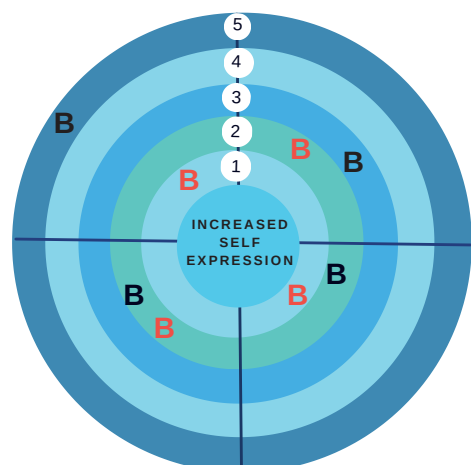
The '**Supporting Observations and Reflections**' box beneath is intended for you to record more detail about your observations.

We can learn as much about the young person in what doesn't happen as what does in observing their learning, choices and interactions. In any challenges you experience with observation, as well as the outcomes which *are* observed, be open in your observations, and record any difficulties and gaps you experience in the '**Supporting Observations**' box to aid learning around how to best use the framework in future.

Completed examples



A pattern like this shows that Child A is consistently self-expressive across all indicators, that Child B is consistently not very self-expressive in general, and that Child C is self-expressive in some areas but not at all in others.



The framework can also be used to baseline and track individual children's progress over time. The black B (i.e. session 2) would indicate that Child B's self-expression of their character increased dramatically, but has improved less or remained static in other areas.



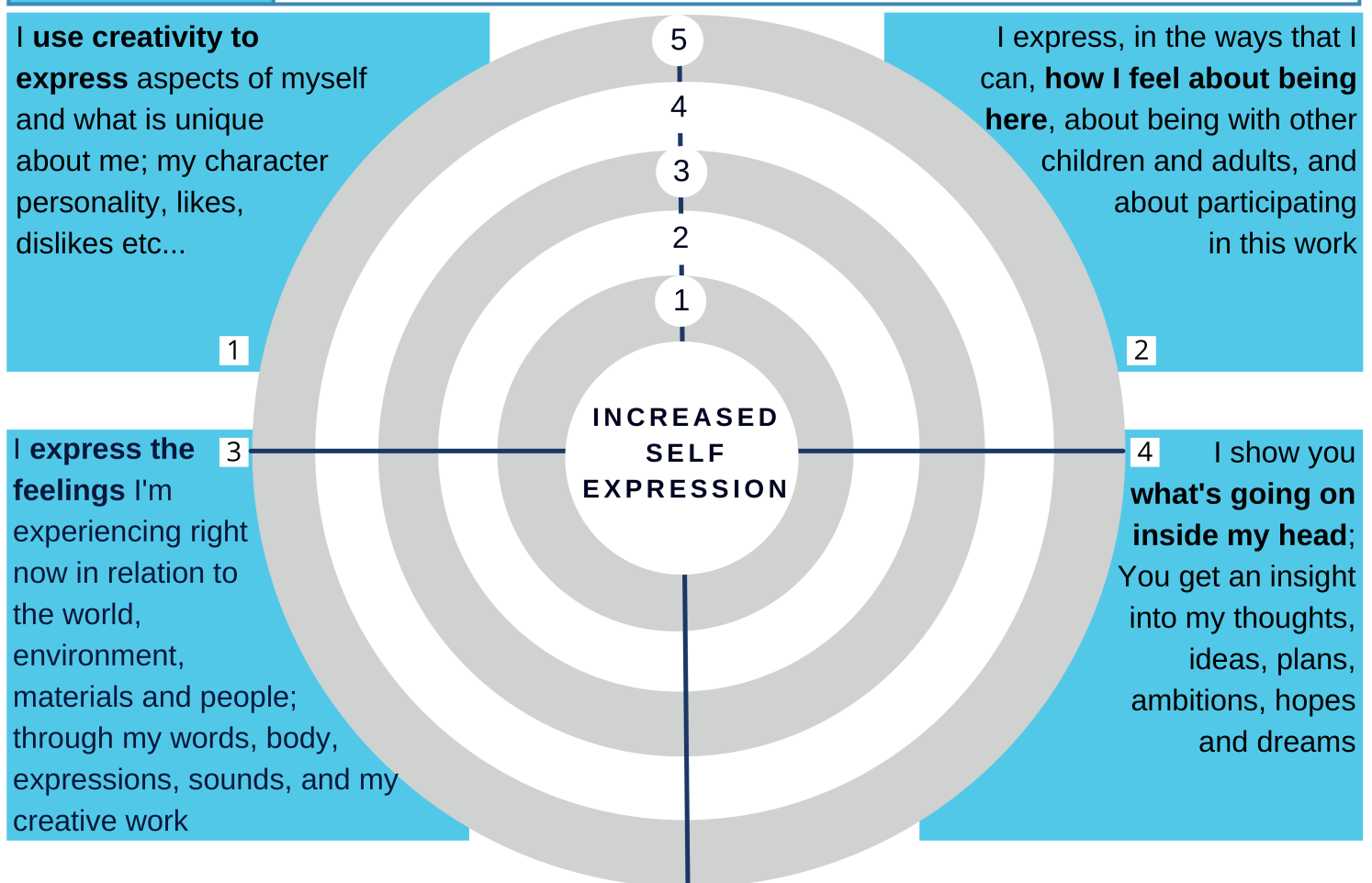
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SENsory Atelier Group Evaluation Framework For SELF EXPRESSION

Observer name			
Today's date is... Session time...		Our school is... Class name...	
Our artist is...		Type of environment...	
Layout (e.g. furniture/clear space...)		Main artform explored...	
Main materials used...		Sensory stimulation e.g. Kinaesthetic/auditory...	
The children in our group are...			



Supporting Observations and Reflections...

Supporting reflections

Names...					Activity
What happened... Use this space to give a narrative description of what happened for each young person during the session. Document any interactions, and annotate as required, e.g. using lines or arrows to connect young people's interactions. Start of session -----timeline-----End of session					

SENsory Atelier Group Evaluation Framework For INCREASED PERSONAL AGENCY AND EMPOWERMENT

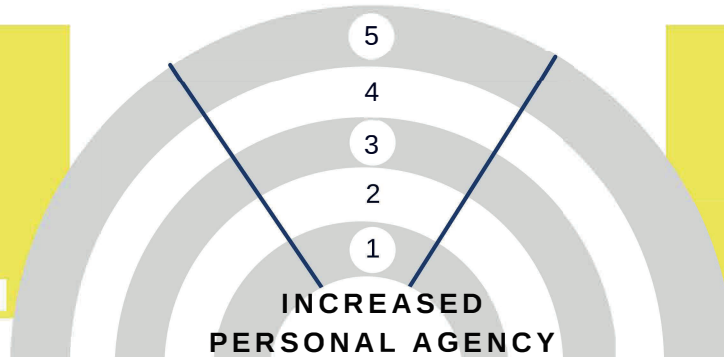
Observer name			
Today's date is... Session time...		Our school is... Class name...	
Our artist is...		Type of environment...	
Layout (e.g. furniture/clear space...)		Main artform explored...	
Main materials used...		Sensory stimulation e.g. Kinaesthetic/auditory...	
The children in our group are...			

I **make decisions** without seeking other's permission or validation first, or second guessing myself. I am not easily influenced by what others are doing, even if that's very different from what I am doing or how I work

2

I actively **change my mind or actions** when things aren't working, without giving up, or expressing a loss of confidence

1



I **participate freely and independently**, without relying on much guidance or instruction

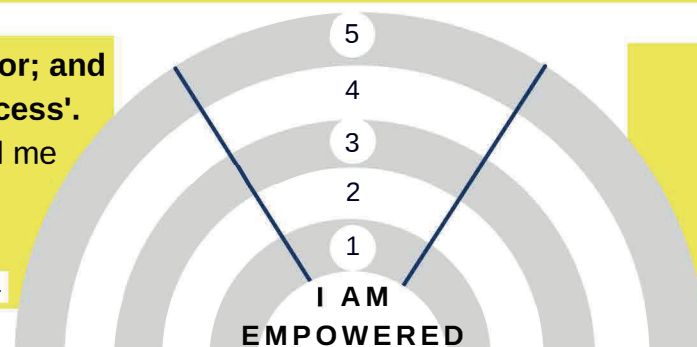
3

I **take control** of the decisions and actions that help me to develop and learn... I am in charge of myself

5

I **set my expectations for; and my definitions of; 'success'**. I don't need others to tell me what I need to do or achieve

4



I **employ skills and competencies that make me feel capable**. I am eager to practice and develop these skills

6

Supporting Observations and Reflections...

Supporting reflections

Names...					Activity
What happened... Use this space to give a narrative description of what happened for each young person during the session. Document any interactions, and annotate as required, e.g. using lines or arrows to connect young people's interactions. Start of session ----- timeline -----End of session					

SENsory Atelier Group Evaluation Framework For INTERPERSONAL SKILLS AND INCREASED COMMUNICATION

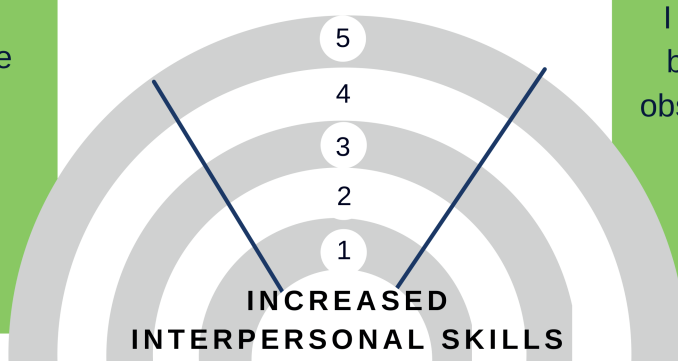
Observer name			
Today's date is... Session time...		Our school is... Class name...	
Our artist is...		Type of environment...	
Layout (e.g. furniture/clear space...)		Main artform explored...	
Main materials used...		Sensory stimulation e.g. Kinaesthetic/auditory...	
The children in our group are...			

I **show my interest** in others by asking questions, listening, and sharing my opinions, responses etc...

2

I **share my thoughts** and ideas about what others are doing in a positive way; I talk, ask questions, give feedback etc... in ways which are appropriate for me, and them

1



I **pro-actively connect** with both children and adults; by observing, sharing space and communicating my interest in ways which are appropriate for me, and them

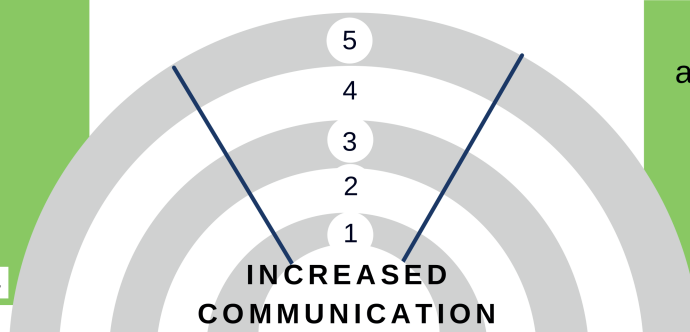
3

I find appropriate ways to **ask for input**, opinions or guidance when I need it

5

I use the communication tools I have available including creativity and non-verbal methods to intentionally **share my ideas and experience with others**

4



I **actively listen to others**, and can share my responses appropriately; i.e. without interrupting them

6

Supporting Observations and Reflections...

Supporting reflections

Names...

Activity

What happened...

Use this space to give a narrative description of what happened for each young person during the session. Document any interactions, and annotate as required, e.g. using lines or arrows to connect young people's interactions.

Start of session - - - - - timeline - - - - - End of session

SENsory Atelier Group Evaluation Framework For INCREASED CONFIDENCE AND RAISED ASPIRATIONS

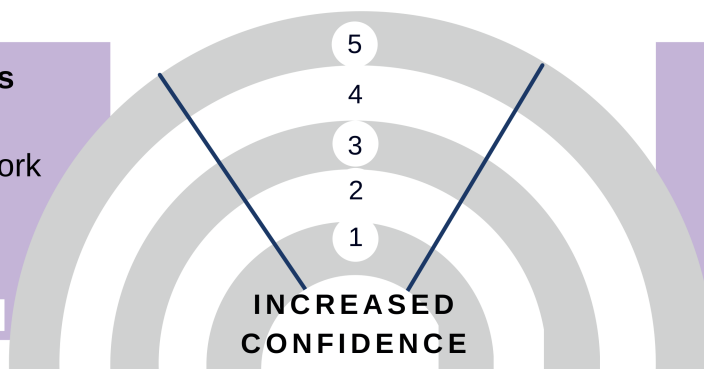
Observer name			
Today's date is... Session time...		Our school is... Class name...	
Our artist is...		Type of environment...	
Layout (e.g. furniture/clear space...)		Main artform explored...	
Main materials used...		Sensory stimulation e.g. Kinaesthetic/auditory...	
The children in our group are...			

I **work independently**, only asking for help when stuck, or when I've tried on my own already

2

I **experiment with ideas** that might fail and am happy for them to not work out. I'm not concerned with 'getting it right' as I am ok to **take risks**

1



I **am comfortable** with the uniqueness of my ideas; I **don't compare myself** negatively with others and what they are doing

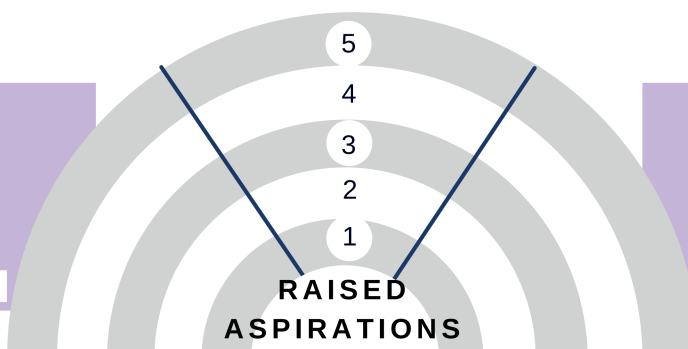
3

I'm progressively **giving myself more challenging or riskier tasks** to do, building on my achievements to improve and refine my skills

5

I **know what I aim to achieve** and set myself goals accordingly

4



I **engage in activities** I have not yet mastered, and which take practice

6

Supporting Observations and Reflections...

Supporting reflections

Names...					Activity
What happened... <i>Use this space to give a narrative description of what happened for each young person during the session.</i> <i>Document any interactions, and annotate as required, e.g. using lines or arrows to connect young people's interactions.</i> Start of session ----- timeline -----End of session					

SENSory Atelier Group Evaluation Framework For ENGAGEMENT IN LEARNING AND CHILD LED ENQUIRY

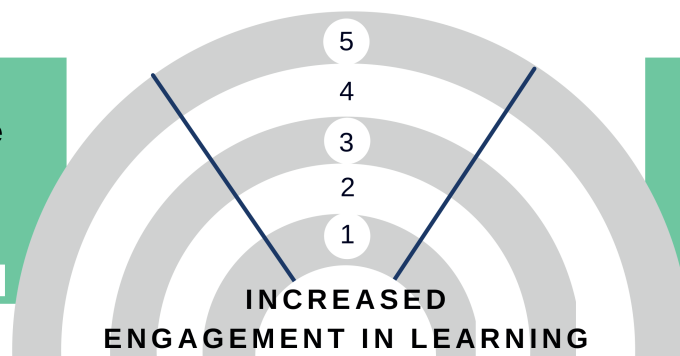
Observer name			
Today's date is... Session time...		Our school is... Class name...	
Our artist is...		Type of environment...	
Layout (e.g. furniture/clear space...)		Main artform explored...	
Main materials used...		Sensory stimulation e.g. Kinaesthetic/auditory...	
The children in our group are...			

I become **immersed in learning**, with sustained periods of focus and concentration

2

I **take notice** of the environment **and explore** the range of materials available to me

1



I **observe and interact** with how others work, and use that to shape and influence what and how I learn

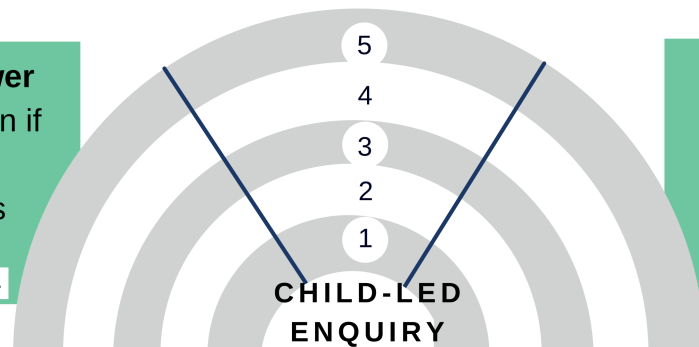
3

I **define my own learning outcomes** and lines of enquiry

5

I construct ways to **answer my own questions**, even if that takes me time, persistence and changes in my approach

4



I **articulate and express the questions** I want to find the answers to

6

Supporting Observations and Reflections...

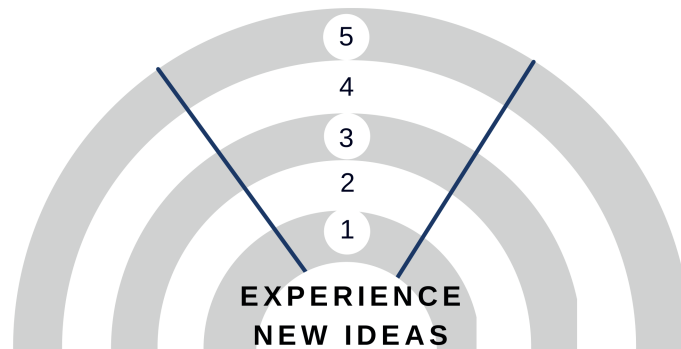
Supporting reflections

Names...					Activity
What happened... Use this space to give a narrative description of what happened for each young person during the session. Document any interactions, and annotate as required, e.g. using lines or arrows to connect young people's interactions. Start of session -----timeline -----End of session					

SENsory Atelier Group Evaluation Framework For EXPERIENCE NEW IDEAS AND EXPERIENCE ROLE MODELS

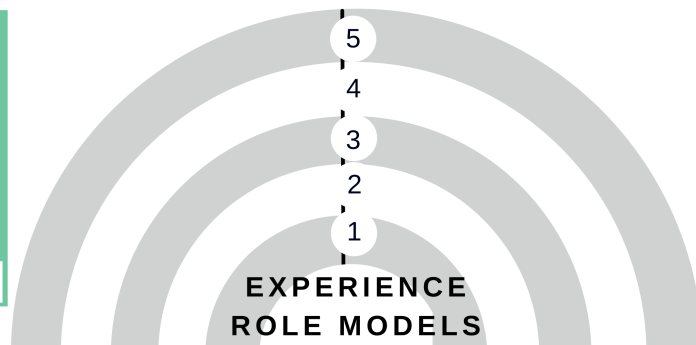
When an idea doesn't work, I **try different ways** of responding to help me solve the problem. I **reflect on and learn from my mistakes**, even if this means leaving a problem and then coming back to it later 8

I use divergent and creative ideas to **pro-actively enquire**, explore and ask questions about topics which interest me 7



I am **continually developing my learning** which leads to consistent progress over time 9

I **use others' examples of work** to develop my participation and go further than I could on my own 10



I learn from what I **observe in others and act on it**; i.e. I expand, mimic, develop the idea/s and thoughts that this has given me 11

Supporting Observations and Reflections...

Supporting reflections

Names...		Activity			
What happened... <i>Use this space to give a narrative description of what happened for each young person during the session.</i> <i>Document any interactions, and annotate as required, e.g. using lines or arrows to connect young people's interactions.</i>					