

# The Engagement Model



# Purpose of Presentation

Purpose of this presentation is to:

- Provide overview of the Engagement Model
- Highlight statutory requirements
- Outline implications for schools

# Why The Engagement Model?



*Engagement is a journey that connects a child and their environment (including people, ideas, materials and concepts) to enable learning and achievement without engagement there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress*

Carpenter 2010

# Why The Engagement Model?

- A review of assessment arrangements for pupils working below the standard of the national curriculum at the end of Key Stage 1 and Key Stage 2.
- Pupils with the most complex needs, not in subject-specific learning tend not to make linear progress.
- The Engagement Model replaces P levels 1-4 for pupils in KS1 and 2.

## **Schools will be required to:**

- Use The Engagement Model alongside assessment models already in place.
- Adapt and integrate assessments that are already in place as necessary.
- Support interventions.

**The Engagement Model is statutory from September 2021**

# Reporting Requirements

- Schools must report to the Department for Education (DfE) which primary aged pupils are being assessed using The Engagement Model.
  - This is so DfE is aware of how many pupils are not engaged in subject specific study and where they are being educated.
- Schools are not required to submit data to the Department for Education (DfE) about the achievements and progress of each pupil working below the overall standard of the national curriculum assessments and not engaged in subject-specific study.



# 5 Areas of Engagement

Exploration

Realisation

Anticipation

Persistence

Initiation



# Exploration



- Shows whether a pupil can build on their initial reaction to a new stimulus or activity.
- Exploration becomes more established when pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments.
- Exploration is important in identifying which stimuli or activities interest the pupil and motivate them.

# Realisation



- How the pupil reacts with a new stimulus or activity discovers a new aspect or familiar stimulus or activity.
- They will display behaviours that show that they want more control.
- Realisation becomes more established when the pupil uses the newly developed skills or knowledge in new ways.

# Anticipation



- How a pupil predicts, expects or associates a stimulus or activity with an event.
- To start to anticipate that a familiar activity is about to start or finish by interpretation of cues or prompts.
- Anticipation becomes established when the pupil shows an awareness of a familiar activity even when prompts are reduced.
- Anticipation is important in measuring the pupils understanding of course and effect.

# Persistence



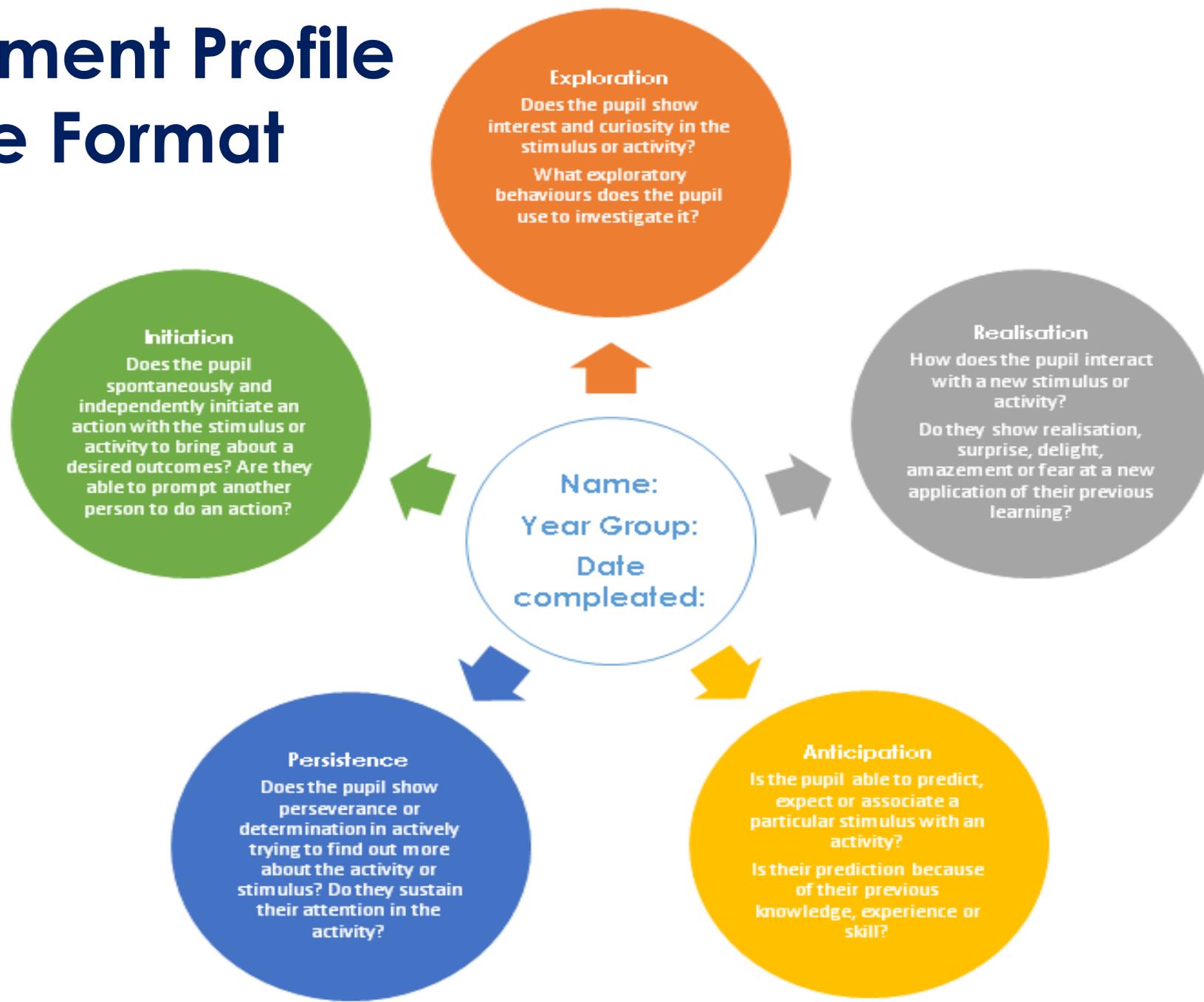
- How the pupil sustains their attention in a stimulus or activity for long enough that they actively try to find out more.
- Persistence becomes more established when the pupil show determined effort to interact.
- Persistence is important so a pupil maintains an activity long enough to develop and reinforce learning.

# Initiation



- How much and the different ways, a pupil investigates a stimulus or activity in order to bring about a desired outcome.
- The pupil will act spontaneously and independently during a familiar activity without waiting for direction.
- Initiation becomes more established when the pupil shows they understand how to create an impact on their own environment in order to achieve desired outcome.
- Initiation is important to establish how well the pupil is developing independence, which is required for more advanced learning.

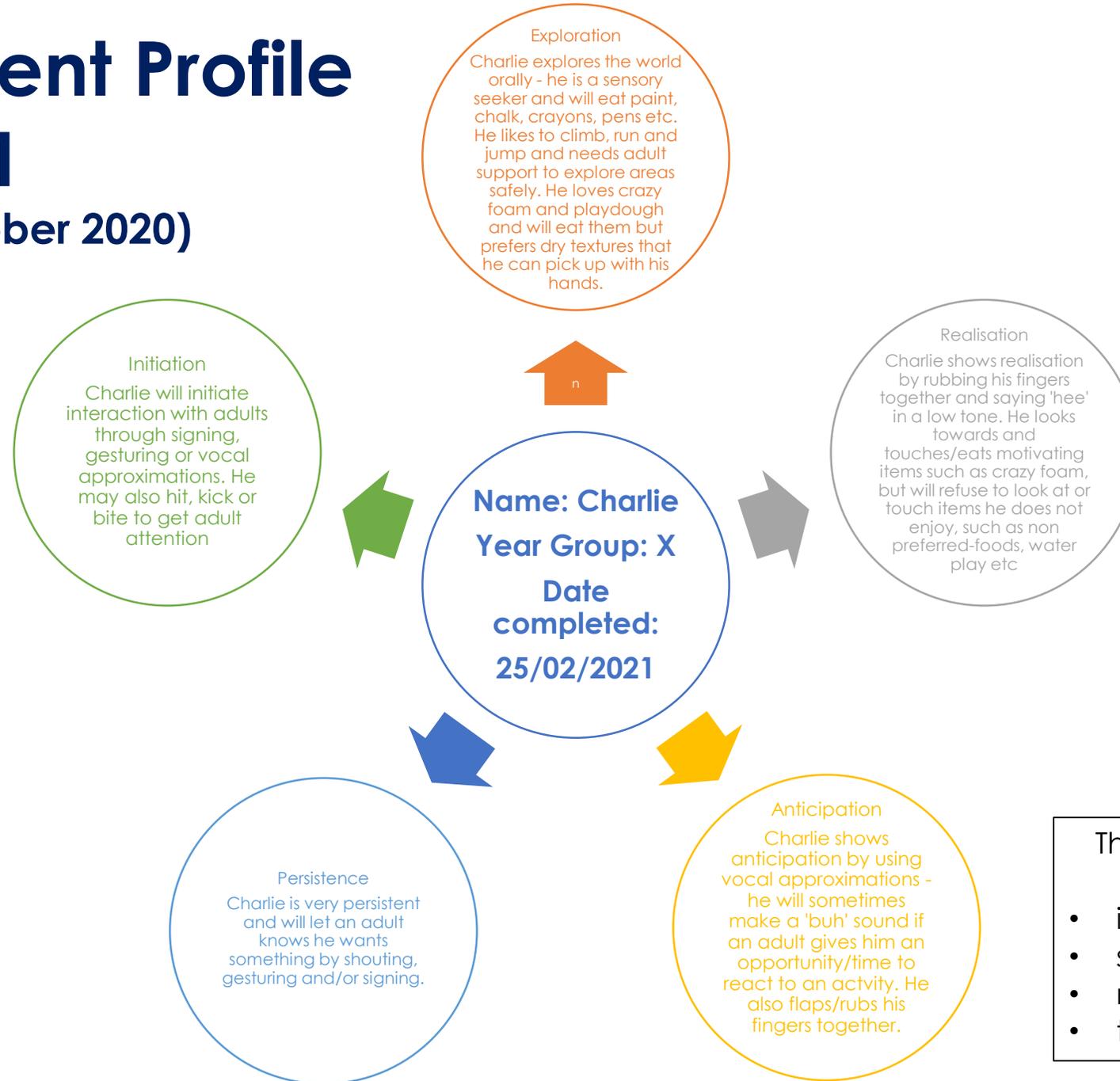
# Engagement Profile Example Format



# Engagement Profile

## Example 1

(Completed October 2020)

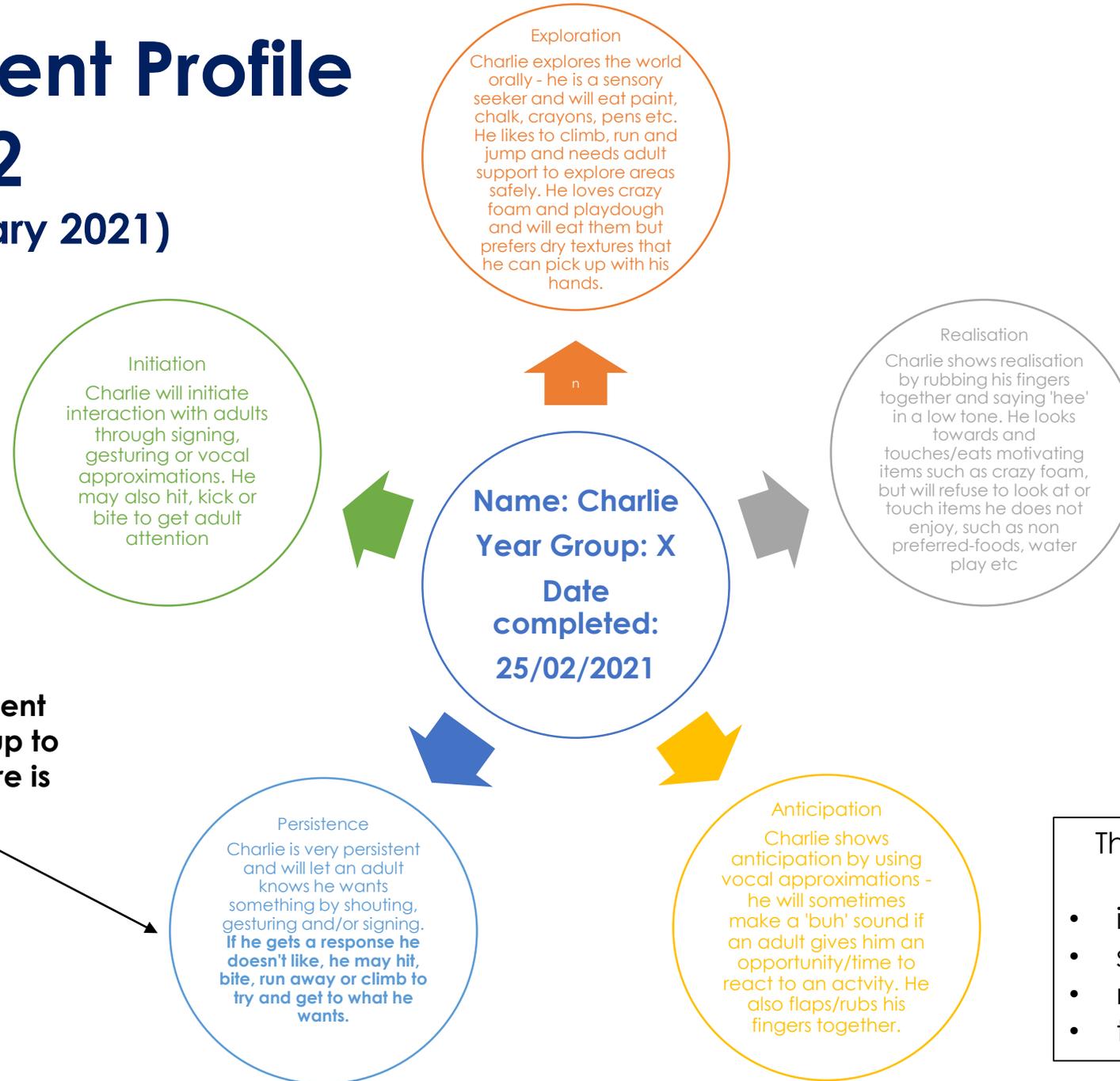


- Things I like to engage with:
- iPad/whiteboard
  - spinning/flashing toys
  - music
  - trampoline

# Engagement Profile

## Example 2

(Reviewed February 2021)



Once in place, Engagement Profiles need to be kept up to date. In this example there is just one update

- Things I like to engage with:
- iPad/whiteboard
  - spinning/flashing toys
  - music
  - trampoline

# The Power of Observation

- **The Power of Observation** helps **educators** recognise the connection between **observation** and responsive teaching.
- Observations of disengagement are just as important as engagement.
- Both observations should be used to inform the next steps of teaching and curriculum development.
- A good observation is when it allows the teacher to make decisions about their teaching and can inform the next steps.

**Observation is fundamental to successful use of The Engagement Profile**

# Policy and Practice

Schools need to decide the following:

- How does The Engagement Model fit with current assessment systems?
- How many assessments and how often should they be completed?
- Who will have responsibilities for the assessments?
- What evidence is kept?
- How will parents will be included?



For more information and advice  
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[The engagement model \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)