



Inspiring and Achieving Together

## Engagement Model Policy

### Aim

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide all children with the best possible outcomes in preparation for life-long learning: through adapted teaching and curriculum following the engagement model. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND by working collaboratively with parents and carers and listening to the voice of the pupil.

### Objectives

- To identify at the earliest opportunity those children with special educational needs and/or additional needs who would benefit from using the engagement model for non-subject specific skills.
- To provide, monitor and review personalised provision as appropriate and track non-subject specific skills that are essential skills as a learner.
- To work within the guidance provided in the Engagement Model DfE Guidance (July 2020).
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To empower teachers with a new method of assessment for non-subject specific skills.
- To provide support, advice and facilitate training for all staff working with pupils with SEND and who would require the use of the engagement model.
- To develop and maintain partnership and high levels of engagement with parents.

### What is the Engagement Model?

The engagement model is a teacher assessment tool that has been designed to support children in primary education who are working below the expectations of the KS1 curriculum and are not engaged with subject-specific study (learning objectives highlighted in the DfE National Curriculum). A child on the SEND register, who cannot demonstrate recognisable and specific learning-based skills, knowledge and understanding in:

- English Language comprehension and reading
- Writing
- Mathematics

If a child is unable to engage with these subject-specific areas of study, they will require the use of the engagement model to track their progress.

The engagement model is made up of 5 key areas of engagement: *Exploration, realisation, anticipation, persistence and initiation.*

## **The 5 Areas of Engagement:**

The 5 areas of engagement are not subject-specific. This means that they are attributes of learning skills and should not be thought of as skills that are specific to a subject.

### **DfE definitions for areas of engagement:**

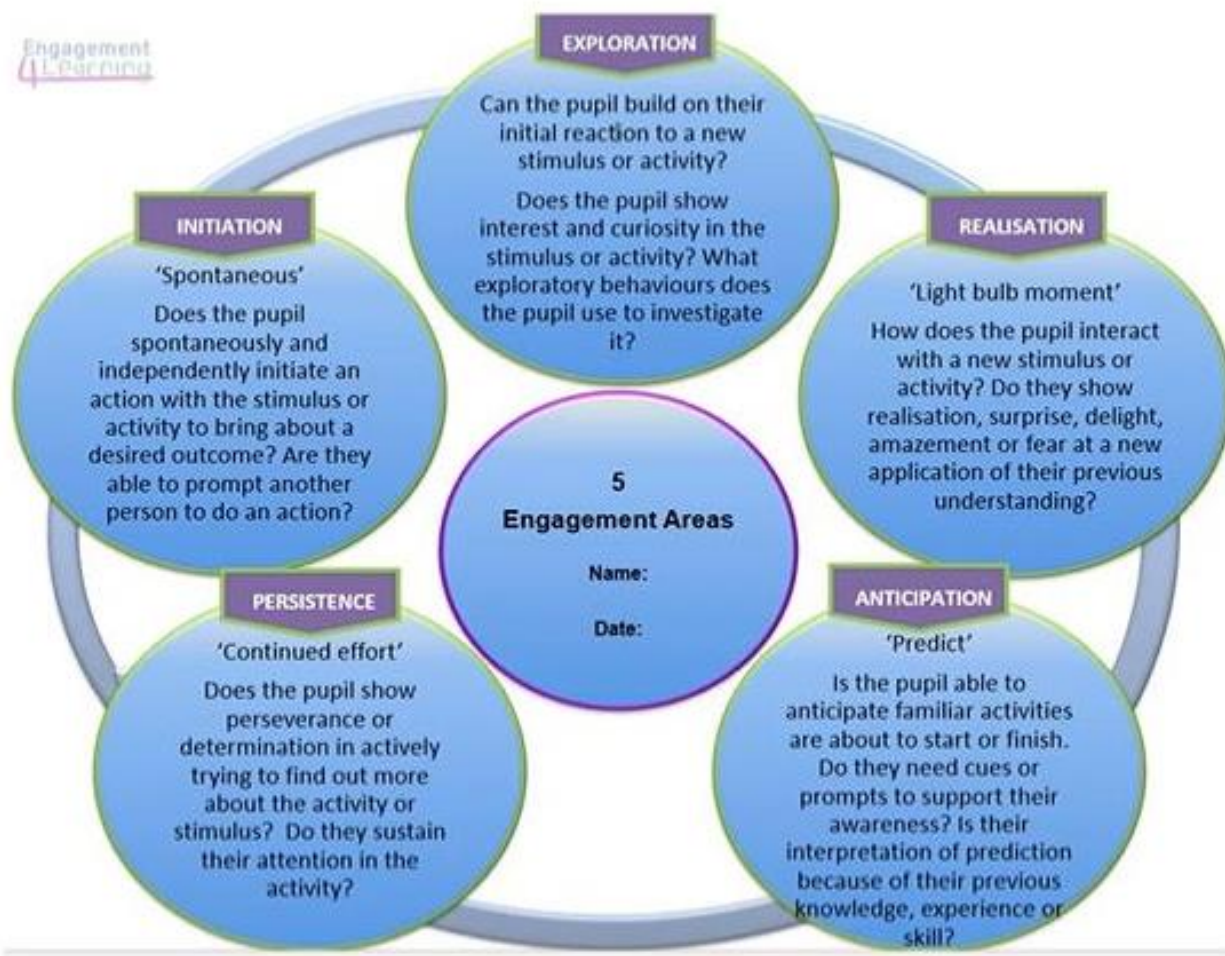
**Exploration** This shows whether a pupil can build on their initial reaction to a new stimulus or activity; for example, whether they display more than an involuntary or startled reaction to the activity. Additionally, the pupil may be interested in and curious about the stimulus or activity; for example, they may notice it or reach out to it. Exploration becomes more established when the pupil is still responsive to the same stimulus or activity when it is presented in different contexts or environments; for example, a different time of day, a different place or with different people. Exploration is important in identifying which stimuli or activities interest the pupil and motivate them to pay attention and investigate them further, so that they can develop new knowledge and skills.

**Realisation** This shows how the pupil interacts with a new stimulus or activity or discovers a new aspect of a familiar stimulus or activity. They will display behaviours that show they want more control of the stimulus or activity, for example by stopping it or trying to make changes to it. The pupil will often show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'.

**Anticipation** This shows how much the pupil predicts, expects or associates a stimulus or activity with an event. They may anticipate that a familiar activity is about to start or finish by interpreting cues or prompts such as auditory (what they hear), tactile (what they feel) and visual (what they see). Anticipation becomes more established when the pupil shows awareness that a familiar activity is about to start or finish, even when cues and prompts are reduced. Anticipation is important in measuring the pupil's understanding of cause and effect; for example if they do this, then something will happen. This prepares the brain and helps with the pupil's memory and sequencing.

**Persistence** This shows whether the pupil can sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it. Persistence becomes more established when the pupil shows a determined effort to interact with the stimulus or activity. They will do this by showing intentional changes such as changes in their gaze, posture and hand movement. Persistence is important so that the pupil maintains an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome.

**Initiation** This shows 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 environment in order to achieve a desired outcome. Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.



**Identifying when to use the Engagement Model:**

The engagement model is designed to support children who are working below the National Curriculum expectations. If a child is not accessing KS1 National Curriculum expectations in reading, writing and maths, the engagement model will need to be used to assess the child in 5 areas of engagement as highlighted above. It is the responsibility of the class teacher and SLT to identify when a child needs to be assessed using the engagement model. Parents will be contacted by the class teacher or SLT when their child has been identified as needing the engagement model to support their learning journey. Parents may wish to have a copy of the *Information for parents: The engagement model* provided on the DfE website. It is the responsibility of the class teacher to update the parents on the progress the child is making on the engagement model and when the child can move from the model on onto the National Curriculum targets.

When a child is moved onto the engagement model, the school has a responsibility to inform the DfE. The DfE will not require specific data but will need to be able to show how they are using the model to ensure a child is having the best support possible.

### **How does the engagement model work?**

Children on the engagement model will be assessed each long-term. There will be a base-line activity assessment which will be adapted at the end of the long-term for assessment purposes. This will mean that the child's progress can be tracked on the same activity and their progress will be more valid in comparison from the beginning and end of the long-term. Base-line assessments will be completed in the initial weeks of term 1, 3 and 5 with final assessments falling on terms 2, 4 and 6. The teacher will arrange a meeting with the parents to discuss the assessment following the moderation of the assessment with the SENDCo.

In the base-line and assessment, the child will be assessed on the 5 key aspects of engagement and will be ranked from a score of 0 – 3:

- 0 = No engagement
- 1 = Slight engagement with adult encouragement
- 2 = Slight engagement with no adult encouragement but not sustained
- 3 = Full independent engagement.

Assessments will be recorded on a standardised format [Appendix 1] and these should be completed by the same adult. It is the responsibility of the SENDCo to moderate and monitor the use of the assessment data across the school.

Even though assessments and baseline have set times, the child should be completing engagement model activities with an adult on a regular basis (the frequency will be decided between the SENDCo and class teacher on a case by case bases). The observations of these activities will be recorded with a written summary [Appendix 2] but will only involve a focused scoring of one of the areas of engagement. Full scoring will be only used in full assessments. The observation will include a short pupil summary where the adult will need to record a brief outline of how the pupil is on the day and record any relevant additional information (e.g. bad play-time, had a cold etc.) which may impede the pupil's ability to engage.

### **Training, support and resources:**

It is the responsibility of the SENDCo to ensure that all staff (teaching and TA) are made aware of the engagement model and are receiving top-up CPD and relevant resources when needed. The SENDCo will also be responsible for overseeing the use of the engagement model throughout the school.

### **Storing information and data:**

The plans, assessments and observations will be stored on the Pupil Specific File in the SEN folder under Engagement Model – Assessment. Unlike subject-specific assessments, this assessment will not be stored on SIMS. The SENDCo will oversee the data from engagement model assessment and will also share this data with the governors when whole school and SEN data is being reviewed.

### **Monitoring and Review**

This policy is a working policy and will be subject to regular review in practice. The school will review the process to ensure that it continues to work effectively.

[? Do we have a group of children who help to plan services? If not, should we?](#)

[? Do we want to include something about the school values as these form part of what is covered here?](#)

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Date: 25/05/202230/10/16

Approved by: [Curriculum CommitteeFGB](#)  
13/06/20227/11/16

Date:

Reviewed by: Curriculum Committee FGB  
7/11/16

Date:

Next review: 7/11/19 25.5.2024

Signed.....

Date .....

**Appendix 1: Base-line and Final Assessment Framework**

Exploration:

Score:

- 0 = No engagement
- 1 = Slight engagement with adult encouragement
- 2 = Slight engagement with no adult encouragement but not sustained
- 3 = Full independent engagement.

Initiation:

Score:



Realisation:

Score:

Name:  
Class:  
Year:  
Total Score: /15

Persistence:

Score:

Anticipation:

Score:

**Appendix 2: Observation form**

Area of engagement:

Engagement Score:

- 0 = No engagement
- 1 = Slight engagement with adult encouragement
- 2 = Slight engagement with no adult encouragement but not sustained
- 3 = Full independent engagement.

On the day Pupil Profile:

What happened?

Possible future adaptations of the activity: