



# The Engagement Model

An explanation  
September 2021

## What is the Engagement Model?

Since September 2021 the engagement model has been compulsory in England to assess key stage 1 and key stage 2 students working below the national curriculum who are not engaged in subject-specific study. The engagement model replaces P Scales 1–4. The model assesses students in five different areas.

The Engagement Model allows us to look at each pupil's engagement in different activities or tasks, and make adaptations to the curriculum or resources to further raise their engagement.

Engagement is a prerequisite to cognition and learning. Cognition and learning results in progress.

*(Subject-specific study is when students show specific skills and knowledge of English language comprehension and reading, English writing and Mathematics.)*

## What are the Five areas of the Engagement Model?

The engagement model can be used after observing students in various scenarios in the classroom to assess their progress, and looks specifically at how students engage with their learning, developing opportunities for pupils to consolidate and maintain their knowledge and concepts. The five main areas are:

- **Exploration** - *Whether a pupil can build on their initial reaction to a new stimulus or activity Does the pupil show interest and curiosity in the stimulus of the activity? What exploratory behaviours does the pupil use to investigate it?*
- **Realisation** - *How a pupil interacts with a new stimulus or activity, or discovers a new aspect of familiar ones. How does a pupil interact ? Do they show realisation, surprise, delight, amazement or fear at a new application of their previous learning?*
- **Anticipation** - *How a pupil predicts, expects or associates a stimulus or activity with an event. Is the pupil able to predict, expect or associate a particular stimulus with an activity? Is their prediction because of their previous knowledge, experience or skill?*
- **Persistence** - *Whether a 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. Does the pupil show perseverance or determination in actively trying to find out more about the activity or stimulus? Do they sustain their attention in the activity?*
- **Initiation** - *How much a pupil investigates a stimulus or activity in order to bring about a desired outcome, acting spontaneously and independently without waiting for direction. Does the pupil spontaneously and independently initiate an action with the stimulus or activity to bring about the desired outcome? Are they able to prompt another person to do an action?*

## **Who should be using the engagement model**

The engagement model is most effective at assessing students with SEND needs, such as complex or profound learning difficulties or cognitive impairments. These difficulties often mean that students will struggle to meet key developmental milestones and may need additional support as a result.

Assessing students who are not engaged in subject-specific study will ensure that they're developing crucial physical, social, emotional and cognitive skills

## **How the Engagement Model is used at Heltwate School**

All Heltwate each pupil has an Individual Learning Plan (ILP), targets directly link to the child's 4 areas of need on the EHCP,

- Communication and Interaction
- Cognition and Learning
- Physical and / or Sensory
- Personal and Social

Staff make meaningful observations and record evidence of progress towards their ILP targets, when writing the observations staff will comment against the 5 key areas of engagement using key language and 'Tags' on our school based system. The engagement model is used in various scenarios across the school day (in and out of the classroom), to assess their progress. This model looks specifically at how students engage with their learning.

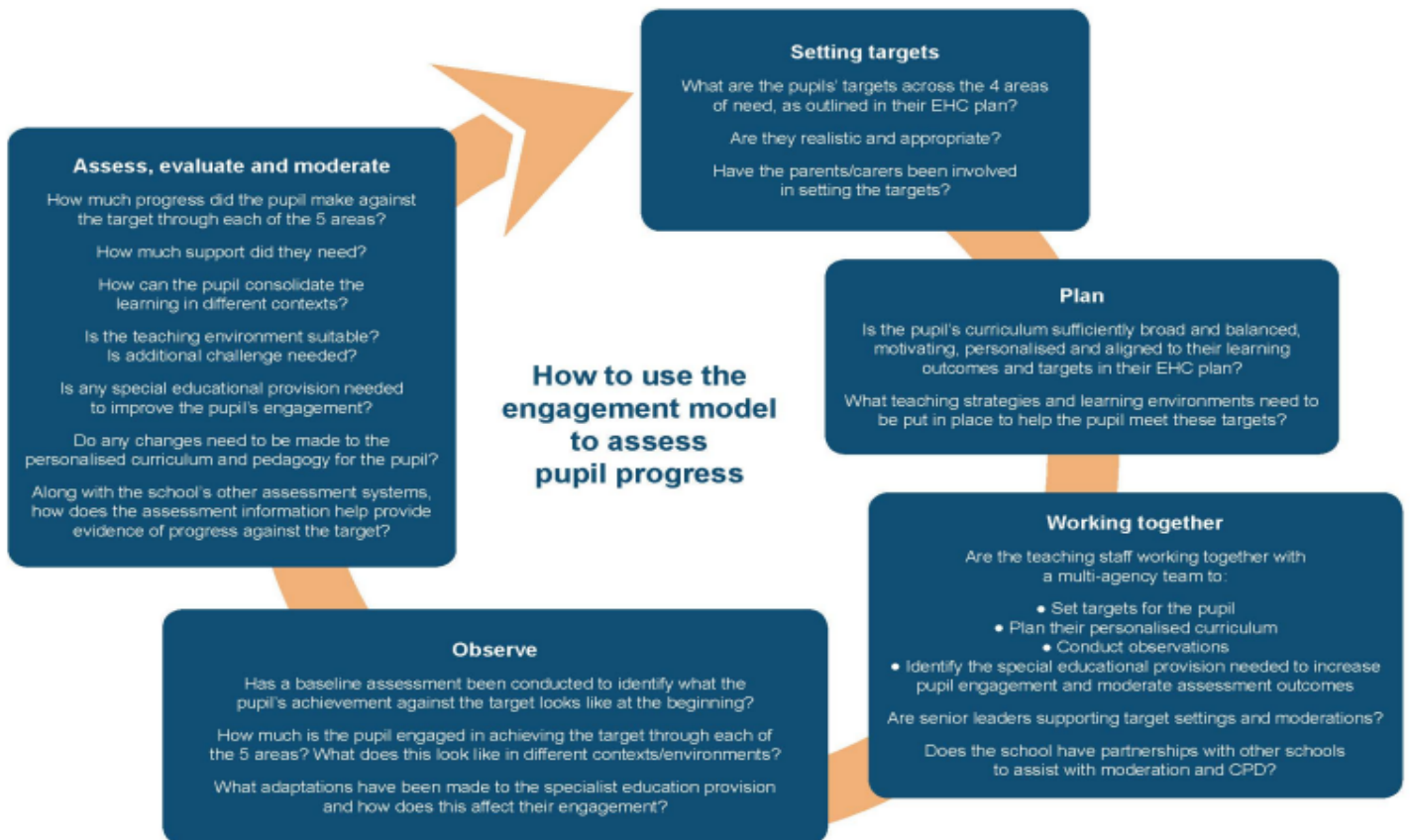
Effective use of the engagement model is based on regular observations, and this pupil-centred approach allows teachers to make valuable and insightful assessments of students to identify areas they need further support in.

The engagement model should identify and celebrate all students' progress, no matter how big or small.

Progress in each of the areas will not be scored, pupils will not be measured on how well they exceed in engagement. The system will ensure that the curriculum in place for this unique group of learners is suitable and allows for engagement and progression.

Teachers are not teaching engagement, but using pupil engagement to assess their progress against their Individual Learning plans.

The Engagement Model does not replace our schools' existing planning and assessment systems, it is just another layer to show achievements.



## How the Engagement Model is used to assess pupils

(Engagement Model guidance, Pg 12)

Effective use of the engagement model is based on regular observational assessment and reflective pedagogy. Observations are necessary to enable professionals to understand what the pupil knows and what they can do.

It is the most reliable way of providing an accurate picture of the pupil's progress.

## Reporting results

The Engagement Model is now a statutory requirement and schools are required to:

- Use the model to assess students working below the standard of national curriculum assessments and are not engaged in subject-specific study at the end of KS1 and KS2
- Report which pupils are assessed using the engagement model to the Department for Education (DfE)
- Provide evidence about their pupils' achievements and progress to parents and carers, school governors and the Local Authority

**So, in conclusion, the benefits of The Engagement Model are:**

- It can be an effective way for staff to monitor both progress and interest levels of pupils working below Pre Key Stage Standards in a manageable and meaningful way.
- It enables staff to monitor the engagement of learners whose behaviour may act as a barrier to learning; gaining a deeper understanding of how they learn, what motivates them and how to adapt practice accordingly.
- Values all sources of knowledge and information provided by those working with/ caring for the pupil
- It allows information gathered to monitor progress, encouraging a narrative form of assessment.
- Celebrates the individuality of the child, their interests and learning potential and keeps these fundamentals at its heart. It uses a pupil-centred approach that focuses on an individual's abilities
- An essential tool for assessing the most profound and complex children. It is recognised that there is a complex interaction between pupils' physical, sensory, communication and learning disabilities