

# The Engagement Model to support disengaged learners

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# Aims

- To understand what the Engagement Model is
- To explore how the Engagement Model could be used to support children who are not engaged in their learning.
- To discuss how the Engagement Model can show the progress pupils have made, when they appear to be making very little progress
- An opportunity to think about what it could look like in your school





The Complex Learning Difficulties and  
Disabilities Research Project

August 2011

Project Director: Professor Barry  
Carpenter

***" Without engagement,  
there is no deep learning,  
effective teaching,  
meaningful outcome,  
real attainment or  
quality progress."***

Carpenter et al, 2011, 2015







*" sustainable learning can only occur when there is meaningful engagement. The process connects the child/young person to their environment, including people, ideas, materials and concepts to enable both learning and achievement."*



# Rochford Review

- Following on from studies by prof Barry Carpenter, Diane Rochford led 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
- Rochford Review made a series of recommendations, including:
  - removing P scales, as no longer fit for purpose
  - replacing them with final versions of the pre-key stage standards for pupils engaged in subject-specific learning
  - the 7 aspects of engagement for pupils not in subject-specific learning
  - improving the ITT/CPD assessment offer for teachers in this sector
- The department published the Review in 2016 and consulted on its recommendations in 2017, alongside the primary assessment consultation

# Principles of the Engagement Model

The Engagement Model uses a **pupil-centred approach** that focuses on abilities rather than disabilities, enabling the pupils' achievements and progress to be measured over time. Used as part of the [Graduated Approach](#) that should be used to support children with SEND, the engagement model, enables teachers to assess:

- How well these pupils are being engaged in developing new skills, knowledge, and concepts in the school's curriculum.
- Their achievements and progress across the four areas of need of the SEND code of practice.

5 Areas of Engagement: What is the child doing when they are the most engaged in the following areas?

- Exploration
- Realisation
- Anticipation
- Persistence
- Initiation



# Exploration – what the guidance says...

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 – what the guidance says...

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’.

Realisation becomes more established when the pupil **uses the newly developed skills or knowledge in new ways** and in **different contexts or environments**. This is important as it can keep the pupil excited in their learning and prevents an activity from becoming routine.



# Anticipation – what the guidance says...

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 for learning and **helps with the pupil's memory and sequencing**.



# Persistence – what the guidance says...

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 and reinforce learning**. It also helps the pupil apply their skills or knowledge so they can **achieve their desired outcome**.



# Initiation – what the guidance says...

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 learning.**

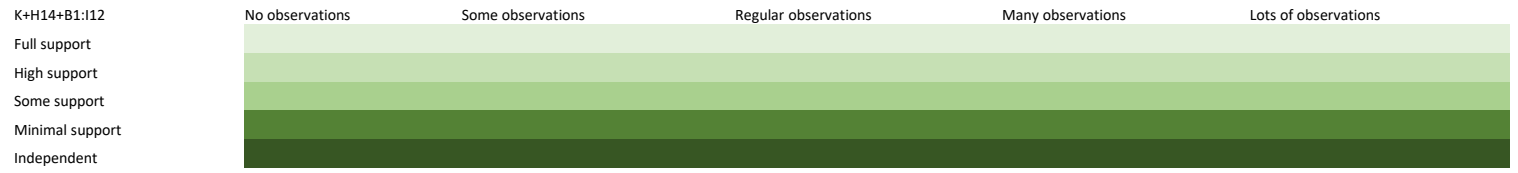






# Measuring progress, what does it look like ?

- Discussion point:
- Important to measure the baseline. What is X doing when they are showing highest levels of engagement. Where are the deficits ?
- Progress in each of the 5 areas of engagement, when they are the most engaged. With how much support/prompting?
- How established is a skill? Is it transferrable /has it transferred to a less engaging activity ?



|              | No Observations | Some Observations   | Regular Observations | Many Observations | Lots of Observations | Intervention/Activities observed  | Current EHCP Targets  |
|--------------|-----------------|---------------------|----------------------|-------------------|----------------------|---|---|
| Exploration  |                 |                     | [Green shaded area]  |                   |                      | H is fearful of getting things wrong so is reluctant to try new activities. He is more inclined to do so when they are physically based or with a theme he is confident in e.g. cooking                                     | <b>C+I</b>  |
| Realisation  |                 |                     |                      |                   |                      |   | Cooking - H is keen to try new things in cooking and takes an active role in planning what to cook. He tends to stick to the same theme of ingredients however. |
| Anticipation |                 | [Green shaded area] |                      |                   |                      | H finds it difficult to anticipate what might happen next in reference to his actions. He is very impulsive and often appears 'shocked' by the events after. He often anticipates failure.                                  | <b>SEMH</b>   |
| Persistence  |                 | [Green shaded area] |                      |                   |                      | H shows persistence with full adult support only in cooking or swimming currently.  | <b>Physical and Sensory</b>   |
| Initiation   |                 | [Green shaded area] |                      |                   |                      | H initiates regularly however this is often rooted in negative connotations. He initiates positive interactions when in SRP classes with students who are non verbal.   |   |
|              |                 |                     |                      |                   |                      | Use cooking as the main theme to increase self confidence and persistence (Little Chef award?). Incorporate new physical activities into Harry's day to learn new skills. Foster relationships by supporting pupils in SRP. |   |

Suggested opportunities for progress

# Ideas we have tried:

- Year 3 group of 6 children –forest school theme
- individual pupils in Year 5 and Year 6 causing disruption
- Identifying children in year 1 who are significantly below their classmates- set up an engagement group.
- Most recently working with disengaged learners from other schools to facilitate TA training.