# ENGAGEMENT MODEL

# S.E.A.T.S.S

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# INTRODUCTION FOR SCHOOL STAFF

**Purpose of using The Engagement Model/ profile**

The creation of an Engagement Profile enables home and school to build a full picture outlining when a pupil demonstrates the highest level of engagement.

**Levels of Engagement**

**Exploration -** The 'hands on' phase. What exploratory behaviours does the learner use when investigating the activity?

**Realisation** - How does the learner demonstrate discovery skills within an activity? Is there realisation and surprise?

**Anticipation** - How does the learner demonstrate anticipation? Are they showing prediction because of previous knowledge?

**Persistence** - How does the learner demonstrate continued effort within the activity (e.g. overcoming difficulties or conditions that usually make them disengage from learning)?

**Initiation** - How does the learner express their initiation (e.g. requesting the activity or doing something new in the activity)?

## General Advice when using Engagement Model Recording/ Planning Sheets

- The purpose of using the Engagement Model is not for a pupil to reach the highest possible engagement and stay there. The adaptations you make to support the pupil's engagement must be sustainable (e.g. not temporarily increasing their support levels just to gain a high score).

- It does not matter in which order the engagement indicators are completed; the indicators are not hierarchical. This is not a static document and should be updated as and when you feel necessary

- Once a pupil is highly engaged in an activity, it can be altered to increase the challenge, which will lower the pupil's engagement again. If you want to increase the challenge for the pupil, you can involve another adult or pupil, transfer the skill to a different situation, redesign the activity so the pupil becomes more independent, etc. Any of these may initially lower the pupil's engagement until they have adapted to the change or further interventions have been made to support their engagement.

- The lesson/activity can be in any learning environment and does not need to be table based.

- If there is a significant difference that may affect the pupil's engagement (e.g. a favourite supporting member of staff is out) please ensure this is recorded.

- Choose a subject area where the pupil is least engaged in learning. Look for all indicators during the observation, in no particular order (e.g. you can focus on initiation before curiosity, or anticipation before responsiveness). For some pupils, during some activities, behaviours for different indicators might seem the same (e.g. responsiveness and curiosity may overlap). Use video clips and conversations with colleagues to resolve this issue. If the two indicators cannot be differentiated, write the same comments and scores for both indicators.

- The observation should be no longer than 15 minutes, and in most cases less.

- Leave the scoring until last.

- VIDEO /PHOTO– it will amaze you how much you miss. Some teaching staff have found difficulties in seeing a 'discovery moment'. The video will at times highlight this as it captures the slightest facial/body movements which the eye might miss.

- When completing the Engagement Scale 'What happened?' column:
  - Become a critical observer – what happened? what didn't happen? why do you think it should have happened? has the intervention been successful or unsuccessful?

- Keep successful interventions in place and adapt or discard those that have no effect or reduce the pupil's engagement.

- Don't forget to write your comments like a conversation you are having with a team/therapist or with yourself.

- Video clarifies and confirms what you think you have seen. By videoing the observation, you can reflect on the video as a team or with a professional colleague. Video is also great for demonstrating progress to families and colleagues. However, watching video is time-consuming. You may find you need to limit its use to resolving scoring dilemmas, collaborating with colleagues/families if you're stuck on interventions, and sharing 'eureka!' moments with families.
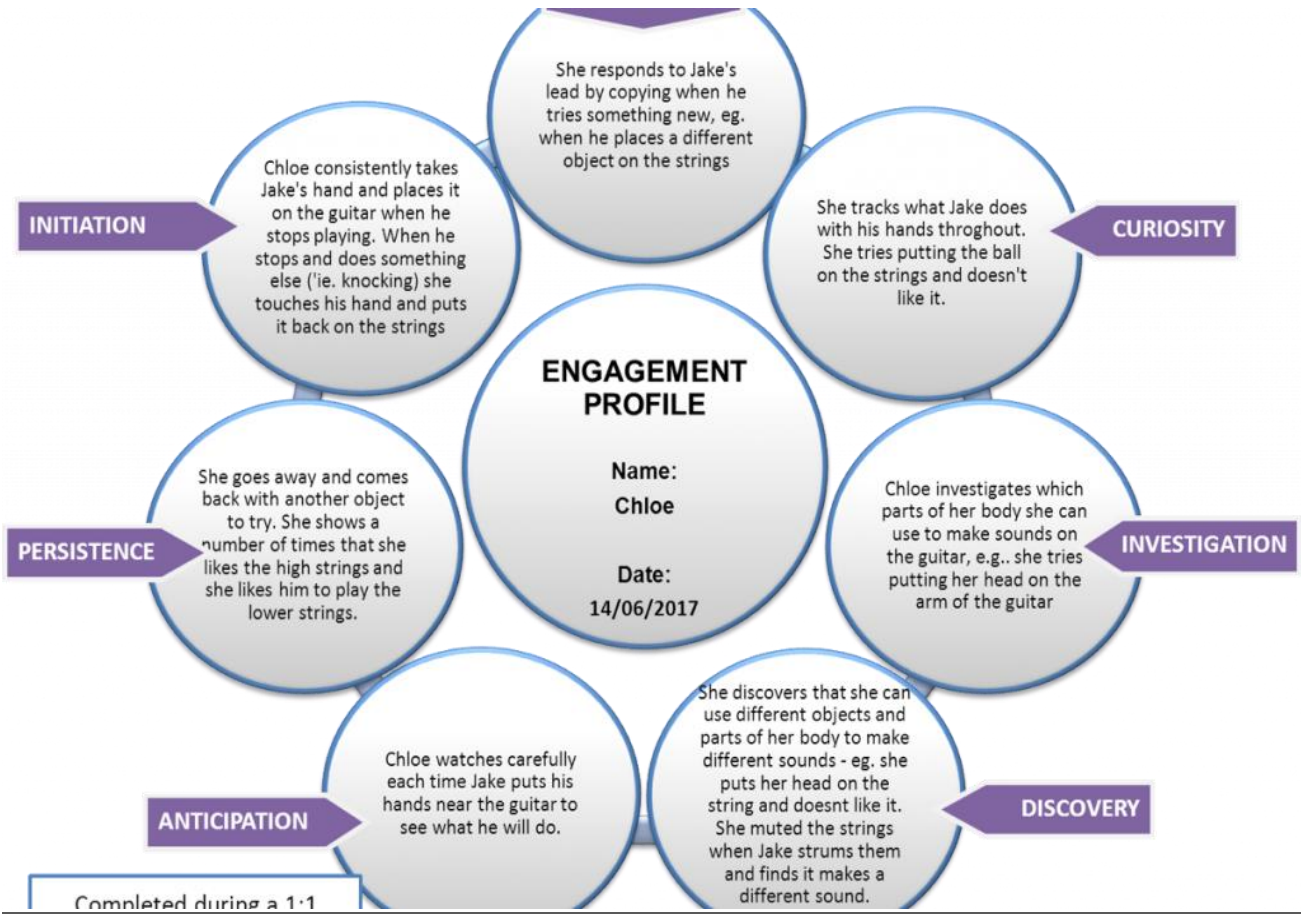
- Implement only one intervention each time, as it will be difficult to see which change to your intervention has affected the pupil's engagement if you put into action more than one.

- Transfer the intervention that makes a difference to the pupil's other low engagement activities. It is important to share these findings with colleagues / families for the sake of the pupil.

- If you find a change improves the pupil's engagement, continue using it when introducing a new intervention.

-  If the change doesn't affect, or reduces, the pupil's engagement, then discard it.

- If you have a 0 score for one or more Engagement Indicators, you need to ask 'What changes can I make to the activity?'. For example, if a pupil shows no initiation – 'What changes can I make to encourage my pupil to show initiation?' The solution, for instance, might be to leave more time before offering support, or to involve one of the pupil's high engagement interests in the activity.

She responds to Jake's lead by copying when he tries something new, eg. when he places a different object on the strings

**INITIATION**

Chloe consistently takes Jake's hand and places it on the guitar when he stops playing. When he stops and does something else ('ie. knocking) she touches his hand and puts it back on the strings

**CURIOSITY**

She tracks what Jake does with his hands throghout. She tries putting the ball on the strings and doesn't like it.

**ENGAGEMENT PROFILE**

Name:
Chloe

Date:
14/06/2017

**PERSISTENCE**

She goes away and comes back with another object to try. She shows a number of times that she likes the high strings and she likes him to play the lower strings.

**INVESTIGATION**

Chloe investigates which parts of her body she can use to make sounds on the guitar, e.g.. she tries putting her head on the arm of the guitar

**ANTICIPATION**

Chloe watches carefully each time Jake puts his hands near the guitar to see what he will do.

She discovers that she can use different objects and parts of her body to make different sounds - eg. she puts her head on the string and doesnt like it. She muted the strings when Jake strums them and finds it makes a different sound.

**DISCOVERY**

Completed during a 1:1

*https://engagement4learning.com/wp-content/uploads/2019/07/Engagement-for-Learning-Framework-guide-3.10.17.pdf*

**You can find the full set of Redbridge Recording Sheets here**

**www.redbridgeserc.org -> Resources-> Curriculum-> Engagement Model Resources**

**Further reading:**

https://engagement4learning.com/wp-content/uploads/2019/07/Engagement-for-Learning-Framework-guide-3.10.17.pdf

# OVERVIEW FOR FAMILIES

All children are unique, individual learners. There are a small number of our learners who may be working below the standard of National Curriculum assessments and not engaged in subject specific study at KS1 or KS2. From September 2021, these learners will be assessed using the Engagement Model.

**The Engagement Model is broken down into the following 5 areas of engagement:**

**- exploration**

**- realisation**

**- anticipation**

**- persistence**

**- initiation**

The 5 areas are not hierarchical, so there is no expectation that pupils need to demonstrate progress in all 5 areas. Instead, each of the areas represent what is necessary for pupils to fully engage in their development and reach their full potential. The areas also provide the scaffolding to enable pupils to become independent in developing a new skill or concept.

The engagement model will be used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. If your child can engage with subject specific learning e.g. Literacy, maths, they will be assessed using the Pre-Key Stage standards.

Children who require this Engagement Model first steps are children who have complex SEND needs.

If a School suggests your child is working at Engagement Model level, they will have assessed your child as working at the very early stages of cognitive, physical, social, and emotional development. Using Engagement as a focus can help School staff present learning activities in the best format for your child. Children can progress through Engagement Model -> Pre Standards -> National Curriculum.

This new system starts where your child is, in terms of skills and things that interest and motivate them. This enables them to build on skills they have and move to the next step.

**Engagement Model**

**Next steps**

To explore bricks and sort by colour

**Traditional Model**

**Next steps**

To name a range of colours and to sort independently

Daniel currently will tip bricks out of a container onto the floor.

He is beginning to stack bricks independently.

## Purpose of using The Engagement Model/ profile

The creation of an Engagement profile enables home and school build a full picture outlining when a pupil demonstrates the highest level of engagement.

## Levels of Engagement

**Exploration -** The 'hands on' phase. What exploratory behaviours does the learner use when investigating the activity?

**Realisation** - How does the learner demonstrate discovery skills within an activity? Is there realisation and surprise?
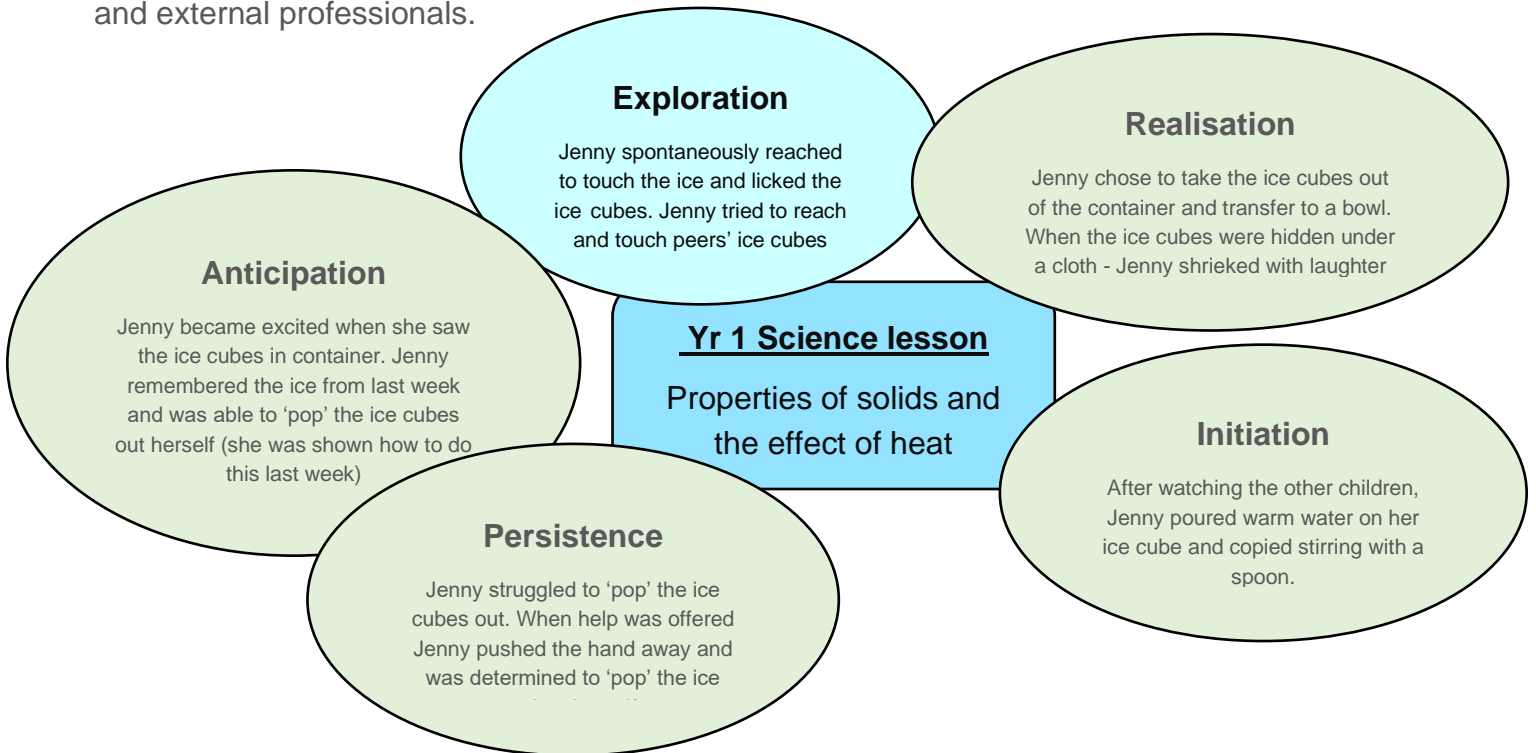
**Anticipation** - How does the learner demonstrate anticipation? Are they showing prediction because of previous knowledge?

**Persistence** - How does the learner demonstrate continued effort within the activity (e.g. overcoming difficulties or conditions that usually make them disengage from learning)?

**Initiation** - How does the learner express their initiation (e.g. requesting the activity or doing something new in the activity)?

The engagement model works in conjunction with a School's existing planning and assessment systems. A School's curriculum will support the engagement model and it will enable School to provide a flexible and holistic education for all pupils. Any School curriculum should be based upon developing skills, knowledge, and concepts. The Engagement Model sits comfortably alongside this approach allowing learners who are not yet engaged in subject

specific study to access stimuli and activities on a similar theme as their peers, while following their own personalised areas of development. Each child's journey will be unique to them and the use of the engagement model as an assessment tool will be closely linked to pupils'

individual needs and Outcomes as described in their EHCP. It will form part of the assess, plan do and review cycle and will involve contributions from family members, teachers, support staff and external professionals.

**Exploration**

Jenny spontaneously reached to touch the ice and licked the ice cubes. Jenny tried to reach and touch peers' ice cubes

**Realisation**

Jenny chose to take the ice cubes out of the container and transfer to a bowl. When the ice cubes were hidden under a cloth - Jenny shrieked with laughter

**Anticipation**

Jenny became excited when she saw the ice cubes in container. Jenny remembered the ice from last week and was able to 'pop' the ice cubes out herself (she was shown how to do this last week)

**Yr 1 Science lesson**

Properties of solids and the effect of heat

**Initiation**

After watching the other children, Jenny poured warm water on her ice cube and copied stirring with a spoon.

**Persistence**

Jenny struggled to 'pop' the ice cubes out. When help was offered Jenny pushed the hand away and was determined to 'pop' the ice

**Engagement Model**

| | Date: | |
|---|---|---|
| | Student: | |
| | Activity/ Lesson: | |

| Engagement Indicators | Score (0-4) | What happened? What happened/what didn't happen and why? | Possible future inventions What will I do next time and why? How will I make the activity more appealing (see Inquiry Framework) |
|---|---|---|---|
| Exploration | | | |
| Realisation | | | |
| Anticipation | | | |
| Persistence | | | |
| Initiation | | | |
| TOTAL | | | |

**Key for scoring levels of engagement**

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| No focus/disengagement | Low/minimal levels- emerging/fleeting | Partly sustained | Mostly sustained | Fully sustained |

Staff will be asked to take video/ write up observations, giving a simple score to judge how engaged your child was in the task. The Engagement Model encourages families to be involved, by trying some of the activities at home and see if their child's responses are the same.

e.g. A student may have a target to put on their coat independently - they may be able to do this at home. A school could annotate what a child can do at school, maybe by sharing a sheet like this or a video with home. The child's family can then share a video of the child completing this at home. This would inform that a new target would be better worked upon.

The Team (Family, Class Teacher, SENCO, TA, SMT) around a child is key when deciding what are the next steps.

**The Engagement Model** gives Schools/ families the freedom to work on all areas of development a child may need to progress - this could be dressing, communication, toileting, use of visual timetable etc. A secure foundation will enable students to progress to their early learning skills in the more traditional areas.

**Further reading:**

https://engagement4learning.com/wp-content/uploads/2019/07/Engagement-for-Learning-Framework-guide-3.10.17.pdf

# LESSON SUMMARY

ENGAGEMENT SCALE – LESSON /SESSION SUMMARY

| Student name: | | Date: | |
|---|---|---|---|
| Lesson/ session: | | Completed by: | |
| Target: | | Time: | |
| Environment: | | 1:1/Small group/Class | |

**Activity**

| | |
|---|---|
| | |

**Total Engagement Score:**

| Relevant issues Location/ time of day/ mood/ is the activity new? etc | Are you making any changes from the last session? |
|---|---|
| | |

| No Focus | | | | Emerging/Fleeting | | | | | | Partly sustained | | | | | | Mostly sustained | | | | | | Fully sustained | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 25 | 26 |

# LESSON SUMMARY - EXAMPLE

| Student name: | Mohammed | | Date: | 23rd April 2021 |
|---|---|---|---|---|
| Lesson/ session: | Literacy – to visually track a range of images and to identify requested family members | | Completed by: | Mrs Happy (Morning TA) |
| Target: | To recognise family members from photos. | | Time: | 10.15-10.30 |
| Environment: | Book corner in Classroom while peers are doing silent reading | | 1:1/Small group/Class | 1:1 in the Classroom |

## Activity

Mohammed to be shown images on his family in the following formats- Mohammed's responses recorded

1. Laminated photos individualised into individual cards
2. Photos in a Powerpoint format – Mohammed to change image by clicking a switch
3. Photos on an ipad with a short message from each person to accompany the photo

**Total Engagement Score:**

| Relevant issues Location/ time of day/ mood/ is the activity new? etc | Are you making any changes from the last session? |
|---|---|
| Book corner – at the beginning of the session Mohammed rolls around on the cushions in the book corner and found it distracting to have so many cushions around him.<br>The session was just before breaktime- Mohammed became distracted when he could hear nearby classes getting ready to go out to play<br>Mohammed needed hand over hand prompt to press the switch – more focussed on pressing the switch, rather than looking at the resulting screen | Work area to be prepared and distractions to be removed eg cushions<br><br>Choose a different time to maximise concentration<br><br>Much better with a touch screen |

| No Focus | | | | Emerging/Fleeting | | | | | Partly sustained | | | | | Mostly sustained | | | | | | Fully sustained | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 25 | 26 |

# COMPLETED OBSERVATION

| Engagement Model | | Date: | 23rd April 2021 |
|---|---|---|---|
| | | Student: | Mohammed |
| | | Activity/ Lesson: | Literacy – Recognising photos of family – photos on ipad -chosen for observation as this was Mohammed's greatest level of engagement |

| Engagement Indicators | Score (0-4) | What happened? What happened/what didn't happen and why? | Possible future inventions What will I do next time and why? How will I make the activity more appealing (see Inquiry Framework) |
|---|---|---|---|
| Exploration | 3 | Mohammed choose the ipad over individual laminated photos or photos on a PC. He was able to handle the ipad independently -swiping from one photo to another. Initially choose to swipe repeatedly, but when prompted to go slowly he realised he could hear a spoken message | Allow time for initial exploration and swiping at the beginning, as this helped him focus later<br><br>Model to go slowly to demonstrate if he goes slowly, he will hear a message |
| Realisation | 4 | Mohammed realised that if he slowed down, he could listen to a spoken message from each person<br>When just looking at photos, Mohammed was more focussed in swiping. When looking to the voice supported messages- Mohammed was able to find 4 requested family members | 11 minutes was spent with Mohammed swiping and generally exploring - next time try to reduce this time before he is requested to find key people |
| Anticipation | 2 | Mohammed knew how to use the ipad and was excited when he could explore independently<br><br>Mohammed initially wanted to find familiar game apps | Use Guided Access to lock the ipad on one task at the beginning<br><br>Model how to look and go slowly to enable him to hear the voices earlier |
| Persistence | 3 | Mohammed tolerated being prompted to slow down, go back and listen to find the requested photo. Mohammed accepted physical assistance to enable him to complete the task | |
| Initiation | 1 | This was a new format for Mohammed, he was able to engage quickly when exploring photos, but he was not able to take greater control as he was not familiar with the task | Repeat this task, but change the order of the photos stored on the ipad |
| TOTAL | 13 | | |

Key for scoring levels of engagement

| 0 | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| No focus/disengagement | Low/minimal levels- emerging/fleeting | Partly sustained | Mostly sustained | Fully sustained |

# TERMLY OVERVIEW

| Student | Class/ School Year | Term |
|---|---|---|
| Ibrahim Khan | 2M | End of Summer Term 2021 |

| | Level of Engagement | Subject/ Activity/Target |
|---|---|---|
| Fully Engaged | Ibrahim loves music – it's his biggest motivator. Ibrahim becomes very animated and vocalises, maintaining eye contact with the instrument. Ibrahim will vocalise and 'flap' when an instrument is played and stop and become very still as soon as an instrument is quiet. | **Music**: To respond vocally when a musical instrument is played, to stop when the instrument is quiet |
| | Ibrahim loves being outdoors and active. He will choose the trike consistently and can propel the trike around a large outdoor area. Ibrahim will engage in this task for 15 mins. | **PE**: To be able to propel a trike with his feet independently |
| Mostly Engaged | Ibrahim likes handling a range of tools. He responds best when given a large box of mixed tools – crayons, chunky markers, pencils. Ibrahim is able to hold the pen using a palmer grip, and he will choose a pen, make a large sweeping mark and drop the pen. He will repeat until every pen has been tried. Ibrahim will maintain focus on this task for approx. 5-8 mins | **Fine Motor**: To mark-make using a variety of tools |
| | Ibrahim understands if he presses his big mac switch he is able to create a verbal response when his name is said. Generally when prompted by his TA to sit and wait for his name, Ibrahim can respond by pressing the switch at the appropriate time. However, Ibrahim still requires constant adult prompt to listen for his name and not repeatedly press the switch. | **Cause and effect:** To press a big mac switch in response to his name being called in the daily Morning welcome song. |

| | | |
|---|---|---|
| **Partly Engaged** | Ibrahim will tolerate being helped to place his thumbs inside his waist band and pull up. Ibrahim still requires the physical prompt to begin this task, but once started he can complete this task. | **Independence:** To pull up his own trousers after using the toilet |
| | Ibrahim recognizes the songs and becomes animated. Ibrahim is able to recognize the teddies and frogs and can match to the song. When each song is sung, Ibrahim will copy an adult moving a toy in time, but he has not yet initiated this action. | **Numeracy**: To drop objects into a box in time with a musical song<br>- Speckled frogs<br>- Teddies bouncing on the bed |
| **Emerging Fleeting** | Ibrahim is beginning to link the symbol to gaining his choice but can become quickly frustrated if he can see his snack / reward and will tend to grab if not prompted. Ibrahim requires very high interest items before he will engage with this task. | **PECS:** To exchange a symbol to make a choice from two<br>- Choose a snack from banana or carrot<br>- Choose a reward from ipad or lego |
| | Ibrahim has fleeting attention with this task. At this stage, Ibrahim is more interested in exploring each item as a toy and does not maintain focus when sorting is modelled. | **Sorting:** To sort everyday items<br>- Ball/ bricks<br>- Cars/ socks |
| **No focus or attention** | Ibrahim resists all attempts at teeth cleaning. A variety of toothpastes and electric toothbrushes have been tried - Ibrahim becomes very distressed. | **Self Care:** To tolerate having his teeth cleaned by a familiar adult. |
| | | |

Other comments including attendance:

Planning

In the Summer Term 2021, Redbridge SEaTSS will be trialing Working Parties involving Class Teachers, SENCOs, TA's and Assessment Lead teachers to model and plan for students working at this level.

The results of the Joint Planning will be uploaded on the SERC website- www.redbridgeserc.org -> Resources-> Curriculum-> Engagement Model -> Examples of planning