

# Help Sheet

0 – 25 Specialist Teaching and Support Service

## The Engagement Model

### What is the engagement model?

The engagement model is a way to assess pupils by taking into account the complex interaction between their physical, sensory, communication and learning needs.

It was published by the Department for Education (DfE) on 23<sup>rd</sup> July 2020 and became statutory from the academic year 2021 to 2022 onwards.

Schools are **required** to:

- use the engagement model to set attainment targets for pupils in KS1 and KS2 who are working below the standard of National Curriculum assessments and not engaged in subject-specific study.
- use the model to assess students at the end of KS2.
- report which pupils are assessed using the engagement model to the DfE.

Schools are **encouraged** to:

- use the model to assess pupils in KS1 in order to understand their progress and inform conversations with their parents.

The engagement model focuses on five areas. Each of these areas represents what is necessary for pupils to fully engage in their development and reach their full potential.

It is a pupil centred approach which allows staff to observe how individual students engage in their learning. The areas are not hierarchical.

The five areas are:

- **Exploration**: showing curiosity
- **Realisation**: light bulb moment
- **Anticipation**: prediction of events
- **Persistence**: determination to succeed
- **Initiation**: building independence

### Why use the engagement model?

- It supports teachers to plan small steps towards achieving EHCP outcomes.



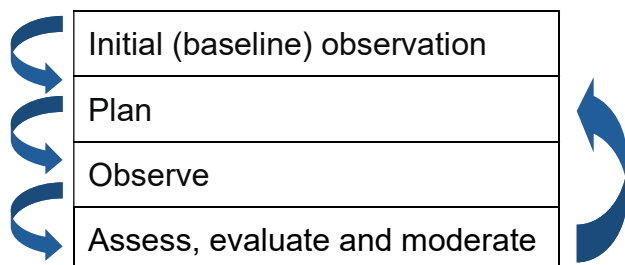
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- It can be used flexibly e.g. for pupils working below the Pre-Key Stage Standards in some of the core areas, but who are accessing Pre-Key Stage Standards in other areas.
- It focuses on the child’s abilities and celebrates all progress, no matter how big or small.
- It reflects the principles of the SEND Code of Practice by putting the individual child, their interests and their learning potential at the centre of the process.
- It will not necessarily replace a school’s existing plans, assessments and reporting systems, but adds value by helping schools assess progress from a different angle.
- The model combines a formative and summative assessment approach which complements a school’s continuous cycle of *assess, plan, do, review*.
- The model can also be used as a tool for assessing why pupils who are currently working below the level of the national curriculum, but are engaged in subject-specific study, may have begun to plateau or regress in their anticipated development outcomes.

### How to use the engagement model

The four key components are:



### Things to note:

The engagement model is not a curriculum and does not provide the teaching tools and strategies that a school should use for pupils who are not engaged in subject-specific study in key stages 3 and 4 and in post-16 education, schools and colleges should ensure there is an emphasis on how their pupils’ acquired skills are preparing them for adulthood.

This helpsheet is part of the Engagement Model Toolkit.

- [Engagement Model helpsheet](#)
- [Engagement Model resources](#)

### Evidence base – informed by

[The engagement model - GOV.UK \(www.gov.uk\)](https://www.gov.uk)