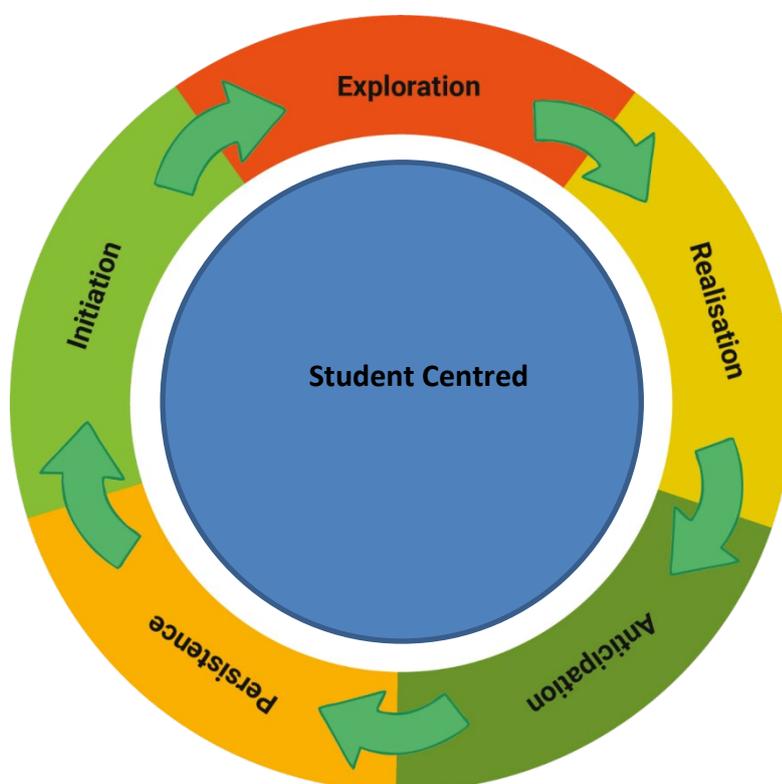


Implementation of the Engagement Model at Corbets Tey School

What is the Engagement Model?

Corbets Tey School is dedicated to full engagement for all of our students. From September 2021 the school will utilise the Engagement Model to assess students who are working below the standard of the National Curriculum assessments and not engaged in subject-specific study at Key Stage 1 (KS1) and Key Stage 2 (KS2). Students outside of these Key Stages may also utilise the Engagement Model if it is appropriate in assessing students' acquisition of key skills and independence.

The Engagement model is based on regular observational assessment and reflective teaching. The assessment is conducted by the class teacher/lead and focuses on the five areas of the Engagement Model (please see below):



How will it be assessed?

Students assessed against the Engagement model will be tracked through the Evidence for Learning software. Each component of the Engagement Model will be analysed under the following headings:

Disengaged	Fleeting	Partly Sustained	Mostly Sustained	Fully Sustained
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Practitioner knowledge of the student will determine where the student scores within each area of the Engagement Model and it is important to note when analysing a piece of evidence a student is not required to score in each area of the Engagement Model. The five areas of the Engagement Model are not hierarchical, therefore there is no expectation that students need to demonstrate progress in all 5 areas. For example, Student A may score in Exploration, Realisation and Anticipation but when engaging in the activity Student A might not demonstrate Persistence or Initiation. The areas are designed to enable students to become independent in developing a new skill or concept.

When a new student arrives at Corbets Tey School or a current student has a change of class/staff, the main focus of staff working with that student is to build up a positive working relationship. This is called 'pairing' and centres around the students interests and what motivators them. Once this has been established it will feed into the student's Pupil Information Profile (PIP) and assessment through the Engagement Model can begin.

The Engagement Model enables a continuous cycle of 'assess, plan, do and review' to take place which enables the students' achievements and progress within engagement to be measured over time.

The diagram below demonstrates how this will be put into practice at Corbets Tey School. Depending on the class your child is placed within will determine which model is utilised. The term stimulus refers to the activity the student will be engaged within during the observation.

Model A:

	1st Half of the term	The Stimulus will be assessed against the Engagement Model.	2nd Half of the term	The Stimulus will be assessed against the Engagement Model.
Autumn Term	Stimulus 'A' introduced	Implementations to the original Stimulus will be made based on the observations made before it is reintroduced in the following half term.	Stimulus 'A' with implementations in place	Before introduction of the new Stimulus for the following term the practitioner will reflect on the previous Stimuli to review which elements supported positive engagement and build upon this.
Spring Term	Stimulus 'B' introduced		Stimulus 'B' with implementations in place	
Summer Term	Stimulus 'C' introduced		Stimulus 'C' with implementations in place	

Model B:

Autumn Term	The Stimulus will be assessed against the Engagement Model.	Spring Term	The Stimulus will be assessed against the Engagement Model.	Summer Term
Stimulus 'A' introduced	Implementations to the original Stimulus will be made based on the observations made before it is reintroduced in the following term.	Stimulus 'A' with implementations in place	Before introduction of the new Stimulus for the following term the practitioner will reflect on the previous Stimuli to review which elements supported positive engagement and build upon this or alternatively reintroduce the previous stimulus to build upon the students engagement	Stimulus 'A' with further implementations in place
				Alternatively a new stimulus is introduced

How internal and/or external factors may impact engagement

It is important to highlight that there might be internal or external factors which impact on the student's engagement before, during or after the stimulus has been introduced. Factors to consider could be:

- **Activity** – is it a preferred/non preferred activity for the student. Is the activity likely to cause behaviour? Does the activity include motivators to support the student's engagement?
- **Member of staff** – is the staff member known to the student. Has the student had time to 'pair' with the staff member?
- **Student mood** – did the student have a good evening/morning leading up to the activity. Assess if the student is in a positive mind-set before offering the activity. If not offer the student the opportunity to take a 'break' or a chance for relaxation to take place.
- **Other students** – behaviour and noise of other students might have a negative impact on the student's engagement. Be mindful when grouping students together. Does the student engage better 1:1?
- **Environment** – does the student engage better inside or outside the classroom environment?

- **Time of the day** – does the student engage better when they have a fixed routine, if so ensure the activity fits around their routine to minimise the negative impact a change in routine may have on that particular student.
- **Sensory Experience** – can the student tolerate/accept the activity? Will the activity cause over stimulation for the student and potentially result in the student becoming more preoccupied with the sensory experience rather than engaging in the activity.
- **Internal factors** – is the student suffering from a lack of sleep from the night before, is the activity occurring just before lunch (if so the student might be feeling too hungry to engage), does the student require the toilet before the activity starts?

Reporting to Parents and Carers

Parents and carers will be made aware of their young person being assessed against the Engagement Model via a letter at the beginning of the academic year. The letter will also contain the name of a point of call if they wish to discuss this further.

Progress of students utilising the Engagement Model will be shared with parents and carers at points throughout the academic year to ensure they are fully aware of how the Engagement Model illustrates their young person's progress within the five areas.

The implementation of the Engagement Model at Corbets Tey School is overseen by Terry Hudson (Deputy Headteacher). If parents or carers wish to discuss this further he is contactable on 01708 225 888 or alternatively email office@corbetstey.havering.sch.uk and he will get back to you as soon as possible.