

The Engagement Model and the Curriculum at Rokeyby

Curriculum Statement

At Rokeyby we aim to provide our children with an engaging, exciting, and empowering curriculum that equips them for today and as lifelong learners. The learning in our community will be enhanced through 'Our Rokeyby Promise', which gives meaningful life experiences and enhances their school-life by creating memories which will impact on their future life in the wider world.

Engagement Model

At the heart of our curriculum are our unique, individual learners. We recognise that a small number of our learners may be working below the standard of National Curriculum assessments and not engaged in subject specific study at KS1 or KS2. These learners will be assessed using the Engagement Model.

The Engagement Model is an assessment tool that helps teachers to assess pupils who are not engaged in subject specific study.

It 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.

Who should be assessed using the Engagement Model?

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. Pupils who are working below the standard of National Curriculum assessments but engaged in subject specific study will be assessed using the Pre-Key Stage standards. Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics. Pupils using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social, and emotional development.

Using engagement as the focus of statutory assessment for pupils who are not engaged in subject-specific study helps to ensure that they are developing the right skills and concepts in their physical, social, emotional, and cognitive development. This can help them progress on to subject-specific study when they feel confident enough to do so.

How might the engagement model look in the Rokeby curriculum?

The engagement model works in conjunction with our existing planning and assessment systems. The curriculum intent, implementation and impact at Rokeby support the engagement model and enable us to provide a flexible and holistic education for all our pupils. Our curriculum is based around high-quality texts with a rainbow approach to 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 'rainbow' of development. *'Our Rokeby Promise' will develop children as inquisitive and engaged learners, through a range of key life experiences.* This promise fully upholds the ethos of the engagement model and is one we intend to deliver to all of our pupils, wherever they may be on their learning journey.

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. Below are a few examples of how the 5 areas of engagement might look at Rokeby.

Exploration

Does the learner build on their initial reaction to a new stimulus or activity?

Are they responsive to the same stimulus or activity when it is presented in different contexts or environments?

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?

During a class investigation into melting and freezing, the learner notices a block of ice and reaches out to touch it.

(Year 1 Science Everyday materials)

When given a drink with ice cubes in it, the learner responds by picking up the ice with their fingers.

(Same stimulus in the home environment)

Realisation

Does the learner 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?

Do they show what familiar adults consider to be 'surprise', 'excitement', 'delight', 'amazement' or 'fear'?

Does the learner use newly developed skills or knowledge in new ways and in different contexts or environments?

When presented with a sensory tray of 'treasure' items the learner chooses items to transfer to another container.

During a treasure hunt activity, the learner makes a high-pitched vocalisation to demonstrate excitement when the treasure is found.

(Year 2 core text 'How to find Gold')

Anticipation

Does the learner 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)?

Do they show 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 and helps with the pupil's memory and sequencing.

When a PE bag is used as an object of reference, the learner responds by coming to the carpet to get changed for PE

When the object of reference is replaced with a visual symbol, the learner uses this along with the other things they see and hear (such as peers getting their PE kits) as the signal to get ready for PE.

During a science lesson the learner sustains attention to plant cress seeds.

The learner shows they want to taste some cress by using intentional changes such as changes in their gaze, posture and hand movement.

Year 3 Science - Plants

Persistence

Can the learner sustain their attention in a stimulus or activity for long enough that they can actively try to find out more and interact with it?

Do they show a determined effort to interact with the stimulus or activity?

Can the learner maintain an activity long enough to develop, reinforce, and apply their skills or knowledge so they can achieve their desired outcome?

Initiation

Does the learner act spontaneously and independently during a familiar activity without waiting for direction?

Do they show they understand how to create an impact on their environment to achieve a desired outcome?

Initiation is important to establish how well the pupil is developing independence, which is required for more advanced progression.

When presented with water and measuring jugs / containers, the learner spontaneously begins pouring water from one container to another.

Maths – capacity

After watching others, the learner collects water from a tap and takes it to water plants.

Year 3 science - Plants