

Engagement model – Myth Busting

| Myth | Response |
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| The engagement model will replace the schools own assessment systems | The engagement model should be used in conjunction with a schools existing planning, assessment and recording systems to provide a flexible, holistic assessment of pupils not engaged in subject specific study |
| The DfE will need numerical data | Report to DfE which pupils are not engaged in subject-specific study and are assessed using the engagement model for KS1 and KS2 – schools are not required to submit any other data to DfE about the progress of these pupils |
| The engagement model reporting isn't user friendly for parents | Schools should encourage parents and carers to share their observations of the pupils. Engagement can be an important part of interaction with parents and carers. They can help schools understand when a pupil is at their most engaged, and a discussion of how the pupil is doing at school can be enriched by reference to The engagement model |
| The engagement model will become the curriculum | The engagement model is only an assessment tool and not the curriculum. Effective assessment using The engagement model can only take place when pupils are able to demonstrate their understanding and learning in a range of environments and contexts. Schools have the freedom to determine the design and content of the overarching curriculum model to engage their pupil in teaching and learning. Schools may devise curriculum models that are particularly appropriate for pupils who are not engaged in subject-specific study |
| We will be told how and when to 'do it' | Schools will have autonomy over how they implement The engagement model and have the freedom to decide on a number of aspects including; how to use the model, how the assessments are conducted, how often assessments take place, how to use the information gathered, how to report the evidence |
| Workload will increase significantly | Schools will be able to manage the implementation of The engagement model and therefore able to consider the workload as part of the process |
| The engagement model assesses against the 7 indicators of engagement and each one is scored | The engagement model was adapted from the 7 aspects of engagement, devised by Professor Barry Carpenter. The engagement model was developed by members of the Rochford Review using evidence from evaluations of the pilots completed in 2018. The model recognises that engagement is multi-dimensional and breaks it down into 5 areas. The original scoring system has been removed. |
| Engagement will be described as being observed through lenses | During the pilots of The engagement model the 5 aspects were referred to as lenses. However following further refinement by the Rochford Review this terminology was changed to 'areas' |

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| Teachers and SENCos are solely responsible for assessing under The engagement model | Assessments should be conducted by an appropriate adult familiar to the pupil so they are able to identify existing learning barriers. |
| The engagement model should only be applied to the end of year Key Stage assessment | The engagement model must be used for statutory assessment at KS1 and KS2 for all pupils working below the standards of national curriculum assessments and not engaged in subject specific study. However it would also be suitable for use with pupils of any age working at this level. |
| The engagement model is a summative assessment approach | The engagement model combines a formative and summative assessment approach. Summative assessment alone is not useful for pupils who are not engaged in subject-specific study. |
| The engagement model is only used in SEND schools | The engagement model should be used in all schools where pupils working at non subject specific study levels attend. |
| The engagement model doesn't support progression | Early development in cognition and learning provides the foundations necessary for pupils to progress to subject-specific study, if and ready to do so. The engagement model as a focus helps to ensure that they developing the right skills and concepts in their physical, social, emotional and cognitive development. This can help them to progress onto subject specific study. There may be some pupils who are assessed using pre-key stage standards for one or more of the subjects and The engagement model used for the remaining subjects. |
| The engagement model is only for use with the most profound, non-ambulant, non-verbal pupils | Pupils working at engagement level are usually described as having sever or profound and multiple learning difficulties. They may have serious cognitive impairments and learning difficulties, which may lead to significant delays reaching developmental milestones. They are likely to need sensory stimulation. Some pupils communicate by gesture, eye pointing, use of symbols or simple language, whilst other pupils are ambulant. |
| Each area of engagement is observed as a standalone assessment | Each of the 5 areas are interrelated. The 5 areas are not hierarchical, so there is no expectation that the pupils need to demonstrate progress in all 5 areas. The areas provide a scaffolding to enable pupils to become independent in learning a new skill or concept. |
| Observations only happen once or only at set times | The DfE does not specify the number of times that the assessments should be conducted. Schools should set their own minimum requirements, ensuring it is manageable. Schools should make sure they are conducted regular enough to enable to gathering of evidence to show progress towards their outcomes and learning targets. |