

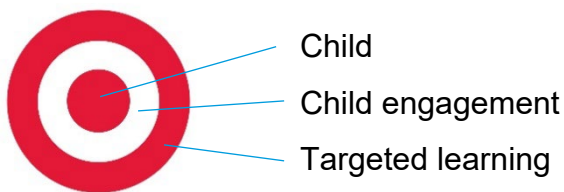
## The Engagement Model

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### What is the engagement model?

The model includes a **profile** to build up a consistent picture about how children engage and what they are engaged in. There is also a simple **scale** of engagement so that we clearly know how our children look/react when they are at their most and least engaged and therefore understand them better.

Engagement is crucial before targeted learning can happen. We can use what engages the child, as a starting point to learning.



### Who is this for?

The engagement model aims to provide a 'better fit' way of noticing and acknowledging children's responses to their world when other ways of doing this are not working well. By doing this we then can offer a better experience to help the children grow and learn.

### The engagement profile

There are 5 areas of engagement, described below by our colleagues from Mayfield School:

#### **Exploration**

To notice and show curiosity in an item through touch, looking and manipulation

#### **Anticipation**

To predict something happening using prior learning to inform.

#### **Realisation**

To notice something new about an item or event and to show excitement, recognition, surprise at this – perhaps at their impact on the item, perhaps experiencing the effect of someone else's actions.

#### **Persistence**

To sustain interest in an activity or stimulus for long enough that they can try to find out more

#### **Wow Record**

Name:  
Date:  
Context:

#### **Initiation**

To act spontaneously and independently to trigger something happening.

We can capture our observations about our children's engagement in a 'Wow Record' document.

There are worked examples of profiles in Appendix 1. There is a blank template of the 'Wow Record' for your use in Appendix 2. Ensure the profile template is A3 for all to see and add to.

Simply spend time observing your children and noting any of the 5 areas of engagement by writing what is happening on post-it notes and sticking them to the record form in the relevant areas.

Regularly update / add to the profile over time to capture changes in the child's responses.

## The Scale

To make changes to the provision in response to the children's level of engagement we need to understand our children's engagement and how they may look/react when they are at their most engaged. Adding photos of the child will help all adults remember what is happening and motivate them to help the child reach engagement.

Use the 3 point scale of 'least engaged' partly engaged' and 'most engaged' for example:

1. Least Engaged	2. Partly Engaged	3. Most Engaged
A brief description of the child's actions, presentation and vocalisations	A brief description of the child's actions, presentation and vocalisations	A brief description of the child's actions, presentation and vocalisations
Insert photo of child in this state	Insert photo of child in this state (optional)	Insert photo of child in this state

There are worked examples for you to see in Appendix 3

## What will this do?

1. Using the engagement scale to monitor levels of engagement allows us to be clear about **when** and **what** makes our children most interested and how we can ensure that they have an educational offer / provision that best meets this.
2. We are looking for the ways that make our children sparky and keen to learn i.e. at the most engaged state on the scale.
3. Finding activities that trigger children's engagement will naturally lead to progress being made
4. This is a means of assessing our provision and how we are meeting the children's needs and importantly, what we can change to make sure we are engaging them fully.