

How might the engagement model look in the Camrose curriculum?

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 R Understanding the World)

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)

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

During a potion making activity, the learner makes a high-pitched vocalisation to demonstrate excitement when the potion is made to change the teacher into a toad.

(Year 2 Creating potions – Writing for different purposes)

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?

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 DT lesson the learner sustains attention to make pizza.

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

(Year 3 DT – Cooking and Nutrition)

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 2 Science – Plants)