

## **INTENT – IMPLEMENTATION – IMPACT = IS A CYCLE**

**– It takes children towards the Early Learning Goals.**

**INTENT** = **CURRICULUM** = **WHAT** is taught = EYFS = Next steps = Gaps = Early learning goals :

Good curriculum ensures children are ready for the next challenge. It is a sequence of knowledge (next steps - enhancing and imbedding).

We need to know what we want children to learn, develop, do, remember, or what they are learning. It is how children build on the information and knowledge/learning they already have.

**IMPLEMENTATION** = Resources = Small groups = In the moment planning = enhancing/imbedding = How you teach = COEL = The role of the Practitioner = Assessing in the moment = CHILD DEVELOPMENT (how children learn) :

It is about how well we watch, listen and respond to children. How well staff support children to recognise and respond to their own physical needs. How well staff enable children to explore and solve problems, express their thoughts and learn new words.

Formative assessment (it does not have to be written down) - it is about how well we respond at the time to what we are seen child is doing, how we give feedback to that child and how we support and scaffold their learning. We are always curious about the child.

Implementation is for individual child – they are all unique and they all learn in different ways – we know each individual child.

**IMPACT** = **What** has been learned = Gaps narrowed = Assessments, where the focus is on the outcome :

Assessments/Reports give a clear indication of what the gains children make in their learning. It leads back to and informs INTENT.

If Intent is not met, we look at the Intent if it meets the children's level of understating/development/ needs or is challenged enough for them, we then look at the Implementation.