



Intent

The purpose of the **intent** element of the three I's is for practitioners and leaders to ask **what** exactly a child in that setting needs to learn, to know or what that child needs to do in the seven areas of learning and the Characteristics of Effective Teaching and Learning (in other words: the curriculum).

Similarly, the **intent** element also expects practitioners and leaders to ask themselves **what** a child needs in order to succeed in life, which relates to 'cultural capital'. Ofsted define cultural capital as being 'the essential knowledge that children need to prepare them for their future success.' This relates to some children entering early years settings with a different level of experiences than others.

According to Ofsted guidance, the **intent** element allows practitioners and leaders to decide **what** experiences children need in order to experience the 'awe and wonder' of the world through the seven areas of learning. Ofsted are clear that they expect settings to use their curriculum to enhance learning, and this is especially important for disadvantaged children.

In short, Intent is deciding what a child needs to learn through an ambitious curriculum in order to gain the knowledge and skills they will need to be successful in life.

Implementation

The second I stands for **implementation**. This relates to **how** these plans will be delivered in our setting. In order for this to happen, we need a solid understanding of the seven areas of learning and the ways in which young children learn best.

Implementation covers every aspect of the **how** the intent is delivered and encompasses resources, experiences, modelling, teaching, discussions and interactions so that each child makes progress with the seven areas of learning.

Examples would include, practitioners needing to be very clear in their teachings and interactions with the children, and use their time well to correct misconceptions and to confirm children's level of understanding. Another example is practitioners introducing unfamiliar vocabulary into everyday conversations to expose children to new language opportunities.

Implementation also covers practitioners sharing information about a child's progress with their parents and carers and deciding on suitable next steps and ways to support the child's learning at home.

Impact

The final 'I' in the 3 I's is **impact**. As you would imagine, this relates to **outcomes**. This is where we reflect on the success of the previous two I's. To do this, we will measure progress in terms of what that child can do that they couldn't do before.

Another area of **impact** that we will be looking at is that a child is developing knowledge around the seven areas of learning at an age appropriate level.

Looking at the outcomes will often allow reflection and prompt the cycle to begin all over again, as this is usually how planning works within the early years. How you move forward will always depend on what has come before.