**Class 1’s Intent, Implementation and Impact Statement**

Class 1’s intent, implementation and impact statement is in addition to the Old Hutton CE Primary School’s Curriculum Intent Statement, the school’s Curriculum Drivers and the school’s Vision Statement, of ‘learning for life in all it’s fullness’.

**INTENT**

* We aim to foster a love of learning and develop enquiring minds through enquiry based learning and developing strong Characteristics of Effective Learning such as independence, resilience and confidence.
* We aim to promote children’s physical, verbal, cognitive development and emotional well-being.
* We aim to build positive relationships and work in partnership with families (recognising that parents/carers are their child’s first and foremost educator), and professionals to support every child to develop and learn.

## IMPLEMENT

### **Teaching in the EYFS:**

* Has a carefully planned progressive curriculum rich in wonder and memorable experiences which aims for all children to achieve the Early Learning Goals by the end of the EYFS.
* Prioritises creating a ‘language rich’ environment through the use of songs, nursery rhymes, stories and providing quality interactions.
* Involves creating adult and child-initiated opportunities that will encourage children to explore, create, investigate, rehearse, practise, repeat and discover.
* Involves developing Characteristics of Effective Learning.
* Uses a multi-sensory, fun play-based approach.
* Shows awareness of the different ways and rates by which children develop and learn; also that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
* Has a high expectation of children’s behaviour and attainment.
* Recognises the importance of emotional well-being.
* Ensure children take ownership of their learning.

**Learning in the EYFS**

In the EYFS children are learning when they: -

* Collaborate and learn from one another through shared experiences.
* Are supported to set their own challenges in their physical environment and in their learning.
* Access resources independently.
* Use their senses to explore and investigate.
* Develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning.

## Play in the EYFS

We highly value play and the learning it brings in itself. Anyone who has observed play for any length of time will recognise that, for young children, play is a tool for learning. Through play children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules thereby developing emotional resilience and self-regulation. Children have the opportunity to think creatively and problem solve alongside others.

**The Environment and Resources in the EYFS**

A rich and varied ‘enabling’ environment is actively planned for and continuously developed with varied resources to encourage exploratory play-based learning, challenge and progression of knowledge, skills and vocab. The learning environment encompasses both indoor and outdoor provision, which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities balanced with adult initiated activities.

**IMPACT**

* The majority of children in Reception reach the ELG by the end of Summer Term.
* Children develop the characteristics of effective learning which helps them through the rest of school.
* Children develop the ability to manage risks.
* Children enjoy being independent in managing themselves and their learning.
* Practise is improved year on year.
* Children have high levels of wellbeing and involvement.