Intent, Implementation and Impact of Computing at Hatch Ride

At Hatch Ride, we recognise that computing is a vital subject in preparing children for life in a rapidly evolving digital world. Our computing curriculum is designed to provide all pupils, from the Early Years Foundation Stage through to Year 6, with the knowledge, skills, and understanding they need to become confident, safe, and creative users of technology.

We are committed to providing an inclusive and ambitious computing education for all. Through purposeful planning, high-quality resources, and skilled teaching, we ensure that differentiation, support, and challenge are embedded throughout our curriculum. This approach enables every child, regardless of ability or background, to access meaningful learning and make strong progress.

INTENT
At Hatch Ride, our computing curriculum is designed to equip pupils with the skills, knowledge, and understanding needed to thrive in a digital world. We aim to: • Develop confident, creative, and responsible users of technology. • Foster computational thinking and problem-solving abilities. • Teach pupils how to stay safe and behave respectfully online. • Prepare pupils for an ever-evolving technological landscape through hands-on, meaningful learning experiences. Our curriculum follows the National Curriculum for Computing and is structured around three key areas: 1. Computer Science – coding, programming, algorithms, and logical reasoning. 2. Information Technology – using software to create and present information. 3. Digital Literacy – using technology safely, respectfully, and responsibly. While Computing is not a standalone subject in EYFS, we integrate technology purposefully to: • Support the development of early computational thinking through play, exploration, and adult-led activities. • Encourage children to become confident, independent users of technology in a safe and purposeful way. • Develop key skills such as sequencing, problem-solving, logical reasoning, and fine motor control using a range of digital and non-digital tools. • Introduce the concept of online safety in an age-appropriate manner, helping children recognise safe and responsible use of technology. • Inspire curiosity about how technology is used in the wider world.

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This intent aligns with the EYFS learning areas of Understanding the World and Expressive Arts and Design, as well as Communication and Language and Physical Development.

IMPLEMENTATION

Curriculum

We deliver computing through a carefully sequenced curriculum that builds progressively.

Key features of our implementation from Year 1 to Year 6 include:

- The Purple Mash scheme of work that ensures full National Curriculum coverage. This includes coding, spreadsheets, databases, animation, publishing, blogging, and more.
- Weekly lessons that embed core computing skills with regular opportunities to revisit and consolidate knowledge.
- Cross-curricular links are made in a range of relevant contexts to enrich the development of skills.
- Access to a range of digital tools and resources, including computers, tablets (iPads) and educational software.
- A strong focus on online safety, revisited regularly and integrated with PSHE and safeguarding initiatives.

Technology in EYFS is embedded throughout the curriculum and environment, rather than taught as a discrete subject. Our implementation includes:

- Use of a variety of digital devices including tablets, interactive whiteboards, cameras, audio recorders, and programmable toys (e.g. Bee-Bots) to enhance learning and engagement.
- Opportunities for role play and real-life context learning involving technology, such as toy tills, scanners, phones, and keyboards in role play areas.
- Activities that build the foundations of computing such as following instructions and sequences (coding logic), using simple cause-and-effect software and creating digital pictures or recording sounds and stories.
- Adult-led discussions and stories that reinforce safe and respectful use of technology, including seeking adult help when unsure.
- Encouraging curiosity by exploring how technology helps us in everyday life (e.g., taking photos, using timers, listening to music).

Technology is integrated into continuous provision and planned learning experiences, ensuring it is accessible, meaningful, and developmentally appropriate.

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Assessment and Monitoring

- Assessment for learning is used to inform ongoing differentiation—teachers adapt lessons in response to pupil understanding and progress.
- We assess learning through observation, digital portfolios, low-stakes quizzes, and skills-based assessments to ensure progress is monitored and celebrated.
- Pupil voice and work scrutiny inform ongoing curriculum refinement.
- Staff training and CPD to ensure confident and consistent delivery of computing across the school.

Differentiation, Support and Challenge

At Hatch Ride, we are committed to ensuring that all pupils can access, enjoy, and succeed in Computing, regardless of starting point, ability, or background. Differentiation, support, and challenge are embedded across the Computing curriculum from EYFS to Year 6**,** enabling every child to reach their full potential.

In the Early Years Foundation Stage, differentiation is embedded through:

- Flexible, play-based exploration of technology using a range of accessible devices such as tablets, Bee-Bots, and audio recorders.
- Scaffolded adult support using visual aids, modelling and simplified instructions for children who need it.
- Opportunities for children to explore at their own pace, with more confident learners challenged through extended questioning, open-ended tasks, and greater independence.
- Progressive challenges such as creating sequences with programmable toys or explaining digital processes using drawing or voice recording.

In KS1 and KS2, differentiation is achieved through:

- Targeted questioning and sentence starters to support reasoning and explanation.
- Paired or group work to allow for peer support and shared problem-solving.
- Use of scaffolds such as templates, step-by-step guides, or visual instructions to support those who need it.
- Support for less confident learners through guided group teaching **a**nd checklists to build independence.
- Challenges for more able pupils, such as debugging more complex programs or creating interactive content.
- Open-ended projects where pupils can extend their learning by creating digital presentations, animations, or games.
- Technology being is used as a tool for inclusion**,** enabling all children—especially those with SEND—to access and engage with the curriculum meaningfully.

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IMPACT

What will this look like at Hatch Ride?

The impact of our computing curriculum is evident in children who:

- Can explain key computing concepts, such as algorithms, sequences and variables, using correct computing vocabulary.
- Demonstrate resilience and logical thinking when coding, debugging and solving problems, explaining their thinking.
- Use a variety of programs and devices confidently to create, store, and present work.
- Understand how to stay safe online, acting as respectful, responsible digital citizens.
- High levels of engagement and enjoyment in computing lessons, reflected in pupil voice and outcomes.
- Evidence of progress through saved work, regular formative assessments, and teacher observations.
- Are digitally literate and well-prepared for the next stage of their education and the technological demands of the future.

The impact of our EYFS approach to technology and computing is evident in how children:

- Use digital devices with increasing control, curiosity and confidence.
- Begin to develop an understanding of sequencing, prediction and simple problem-solving through both digital and physical activities.
- Can talk about technology and its use in their lives and the wider world.
- Demonstrate awareness of simple e-safety rules, such as not clicking on unknown links and asking adults for help.
- Are confident in exploring digital media to create, record, and share their ideas.

Progress is observed and recorded through ongoing formative assessment, including photos, videos, and learning journeys. These observations feed into the Understanding the World and Expressive Arts and Design Early Learning Goals. By the end of Reception, children are well-prepared to access the more structured Computing curriculum in Key Stage 1 with a positive, confident attitude toward technology.