

Computing – End of Year Evaluation 2025–26

Evaluation of Impact

Computing continues to have a positive impact on pupils' knowledge, confidence and ability to use technology purposefully and responsibly. The curriculum provides pupils with a progressively deeper understanding of computer science, information technology and digital literacy, while developing the computational thinking and problem-solving skills required to apply their knowledge in new contexts.

During 2025–26, leaders continued to evaluate computing through a combination of pupils' substantive knowledge and their ability to apply this knowledge practically. This is important within computing, where pupils need to demonstrate more than their ability to recall terminology or explain concepts. Pupils also need to demonstrate that they can create, programme, debug, manipulate digital content, use software appropriately and solve problems using computational thinking.

The spiral structure of the curriculum supports pupils to revisit and develop knowledge and skills over time. Concepts such as algorithms, sequencing, repetition, selection and logical reasoning are revisited in increasingly complex contexts, enabling pupils to strengthen their understanding and apply it with greater independence.

Assessment evidence indicates positive movement in pupils' retention of computing knowledge. The spring re-quiz showed an increase in average points scored across all year groups represented. Leaders consider this alongside pupils' practical work to ensure that assessment reflects both what pupils know and what they can do.

The curriculum also continues to respond to the rapidly changing digital landscape. Pupils are developing an increasingly informed understanding of artificial intelligence, including its potential benefits and limitations. This is considered alongside online safety, misinformation, privacy and ethical use of technology, supporting pupils to make increasingly informed decisions about their use of digital technology.

Curriculum and Teaching

The computing curriculum is carefully sequenced from EYFS to Year 6 and provides progression across computer science, information technology and digital literacy. Knowledge and skills are revisited through a spiral model, enabling pupils to consolidate previous learning and apply it in increasingly challenging contexts.

Teachers use explicit modelling, guided practice and carefully sequenced activities to support pupils in developing both conceptual understanding and practical competence. Pupils have access to a range of hardware, software and unplugged resources, allowing them to explore computing concepts in different ways.

Computational thinking is developed through opportunities for pupils to design algorithms, break problems into manageable steps, identify patterns, use logical reasoning and debug solutions. Pupils increasingly demonstrate resilience when solutions do not work as intended and are able to refine their work following feedback and testing.

Digital literacy is developed through purposeful use of technology across the curriculum. Pupils learn to search effectively, evaluate online information, present information accurately and consider the reliability of digital content. Online safety is embedded throughout computing and reinforced through dedicated teaching and events such as Safer Internet Day.

The curriculum also provides opportunities for pupils to consider the changing role of technology, including the development and use of AI. Pupils are encouraged to consider both the opportunities and potential disadvantages of AI and to develop appropriate judgement when using emerging technologies.

Assessment and Use of Information

Assessment in computing draws on a range of evidence. Teachers assess pupils' substantive knowledge through questioning, discussion, daily review and end-of-year assessment, while also evaluating their ability to apply this knowledge through practical computing activities.

The end-of-year Mastermind quizzes provide information about pupils' retention of key computing knowledge, concepts and vocabulary. These include knowledge relating to areas such as algorithms, programming, networks, data, digital literacy and online safety.

However, computing assessment does not rely solely on pupils' performance in knowledge quizzes. Teachers also consider pupils' ability to create digital products, programme and debug, select appropriate software, use technology creatively, solve problems and apply their understanding independently. Practical outcomes and the processes pupils use to reach them provide important evidence of computational thinking and digital competence.

This approach ensures that assessment reflects the breadth of the computing curriculum. A pupil may demonstrate secure knowledge of a programming concept in a quiz, for example, but assessment also considers whether they can apply that knowledge when creating and debugging a programme.

Where assessment identifies gaps in substantive knowledge or practical application, teachers provide further opportunities for retrieval, modelling and guided practice. This ensures that assessment information informs subsequent teaching rather than simply recording an outcome.

Impact of Re-Assessment

The spring re-quiz provided an opportunity to revisit key computing knowledge and evaluate pupils' retention following further opportunities to retrieve previously taught content.

Year Group Improvement in Re-Assessment

Year 1	+6%
Year 2	+10%
Year 3	+14%
Year 4	+5%
Year 5	+16%

The data demonstrates positive movement across all year groups represented, with improvements ranging from 5% to 16%. The strongest increase was seen in Year 5 (+16%), followed by Year 3 (+14%), Year 2 (+10%), Year 1 (+6%) and Year 4 (+5%).

The re-assessment outcomes provide evidence of improved retention of previously taught computing knowledge. Leaders recognise, however, that the quiz provides only one part of the evidence base. The outcomes are considered alongside pupils' practical computing work, programming activities, digital products and their ability to apply computing knowledge independently.

This is particularly important because the intended impact of the computing curriculum extends beyond knowledge recall. Pupils need to demonstrate that they can use technology purposefully, create and modify digital content, programme, debug, solve problems and make responsible decisions when using technology.

The positive movement in re-assessment therefore provides encouraging evidence of knowledge retention, while practical work provides evidence of pupils' ability to transfer that knowledge into action. Leaders will continue to monitor both aspects to ensure that pupils develop as capable and increasingly independent users and creators of technology.

Inclusion and Pupil Groups

Leaders consider the needs and experiences of all pupils, including pupils with SEND, disadvantaged pupils and those who are academically vulnerable. Assessment information, pupils' practical work and classroom observations are used to identify pupils who may require additional support with computing knowledge, vocabulary or practical skills.

Teaching is adapted through appropriate modelling, visual supports, scaffolded instructions, structured questioning, adapted resources and additional opportunities for guided practice. These approaches enable pupils to access the same ambitious computing curriculum while providing appropriate support where individual needs have been identified.

Pupil voice is used as part of the school's wider quality-assurance process, particularly for academically vulnerable pupils. Pupils can be asked about specific areas or questions they have found difficult within assessment, allowing leaders to establish whether repeated retrieval and classroom practice are helping them to secure previously insecure knowledge.

This provides an additional perspective alongside assessment data and practical outcomes. Leaders can identify whether pupils are becoming more confident in recalling computing knowledge and whether this translates into greater independence when creating, programming and problem-solving.

Where appropriate, individual case studies are developed for pupils requiring closer monitoring and are shared with governors. These bring together assessment information, pupil voice and evidence of pupils' wider development, enabling governors to understand individual experiences and outcomes and to hold leaders to account for the effectiveness of actions taken.

Leadership and Curriculum Development

Leaders evaluate the effectiveness of computing through a combination of assessment outcomes, pupils' practical work, classroom observations, curriculum monitoring and pupil voice.

The use of both knowledge assessment and practical assessment enables leaders to evaluate whether pupils are developing the full range of knowledge and skills intended by the computing curriculum. Leaders consider whether pupils can recall important computing concepts and vocabulary and whether they can transfer this understanding into practical contexts.

The positive movement shown through the spring re-quiz provides evidence that pupils are retaining more of the substantive computing knowledge taught. Differences between year groups provide useful information for leaders when considering where further retrieval or teaching may be required.

Leaders also continue to monitor the balance between knowledge acquisition and practical application. This ensures that pupils are not simply able to describe how technology works but can use this knowledge to create, programme, problem-solve and work independently.

The changing digital landscape, particularly the increasing use of AI, will remain an important consideration in future curriculum development. Leaders will continue to evaluate whether pupils are developing the knowledge and judgement required to use emerging technologies responsibly and understand both their benefits and potential risks.

Online Safety and Digital Citizenship

Online safety remains an integral part of the computing curriculum. Pupils develop an understanding of privacy, misinformation, harmful content, respectful online behaviour and the consequences of their digital actions.

Assessment and classroom discussion provide opportunities for pupils to demonstrate that they can apply this knowledge to realistic situations. This supports pupils in developing the judgement required to make safe and ethical choices beyond the classroom.

Safer Internet Day provides an additional opportunity to revisit and deepen this learning across the school. Leaders consider pupils' responses and discussions alongside curriculum evidence to ensure that online safety remains relevant to the digital experiences pupils encounter in their everyday lives.

The curriculum also increasingly addresses AI literacy, enabling pupils to consider how AI can be used positively while recognising limitations, potential inaccuracies and ethical considerations. This prepares pupils to engage with emerging technologies thoughtfully rather than simply as consumers of new technology.

Overall Evaluation

The computing curriculum is having a positive impact on pupils' knowledge, skills and confidence in using technology. The carefully sequenced curriculum enables pupils to develop progressively stronger understanding across computer science, information technology and digital literacy.

Assessment is used as part of an ongoing cycle of review, identification of need, response and evaluation. The spring re-quizz demonstrated positive movement across all year groups represented, with improvements of between 5% and 16%, providing evidence of improved retention of previously taught computing knowledge.

A key strength of the assessment approach is that leaders do not view the knowledge quiz as the sole measure of success. Pupils are also assessed through their ability to create, programme, debug, problem-solve and produce digital outcomes. This provides a more complete picture of pupils' development as computer scientists and digitally capable learners.

Pupils increasingly demonstrate computational thinking, resilience and independence when solving problems. They are developing their ability to select and use appropriate technology, create digital content and collaborate with others. They are also becoming increasingly aware of the responsibilities associated with digital technology, including online safety, privacy, misinformation and respectful behaviour.

The curriculum's developing focus on AI provides pupils with opportunities to consider both the benefits and limitations of emerging technology and supports the development of responsible digital citizenship.

The next stage is to continue evaluating the impact of substantive knowledge, practical application and digital citizenship through the 2026–27 assessment and monitoring cycle, with particular attention to whether pupils are increasingly able to transfer their computing knowledge into independent programming, problem-solving and creative digital work.