

Computing

Extended Curriculum Overview 2026-27

At Cleaswell Hill, chronological age determines the Computing experiences pupils encounter. Individual starting points determine the level of cognitive demand, communication, support, specialist approaches and independence through which pupils access those experiences. Computing is a foundational subject organised around computer science, information technology and digital literacy. Across the Extended Pathway, pupils experience a spiral curriculum in computing systems and networks, programming, creating media, data and information and online safety. This enables pupils to encounter the same broad curriculum offer while accessing it through carefully adapted, developmentally appropriate approaches that build secure knowledge, functional digital competence and increasing independence.

Intent

Our Computing curriculum is ambitious, age-respectful and rooted in the National Curriculum and the National Centre for Computing Education (NCCE) Teach Computing Curriculum. Pupils develop the knowledge and practical competence to understand and use computing systems, create digital content, work with data, program, communicate and participate safely and responsibly in an increasingly digital world.

All pupils are entitled to the disciplinary substance of Computing. Adaptation removes barriers without reducing ambition: teachers match the level of abstraction, vocabulary, communication, scaffolding, software and hardware, and independence to individual starting points. Online safety is explicitly taught and revisited through Education for a Connected World, Personal Development and safeguarding.

Implementation

A two-year spiral curriculum across Stages 1 to 3 revisits six recurring strands: Computing Systems and Networks, Creating Media, Programming A, Data and Information, Creating Media and Programming B. These experiences build the three pillars of Computing identified by Ofsted: computer science, information technology and digital literacy.

Knowledge and skills are built cumulatively. Teachers identify and sequence both declarative knowledge (knowing that) and procedural knowledge (knowing how), revisit key concepts and explicitly teach subject vocabulary. New or abstract ideas are made concrete through modelling, worked examples, physical and unplugged experiences and semantic waves before pupils apply learning with increasing independence. Assessment through Earwig anchors, saved digital work, observation, questioning, discussion and quizzes checks what pupils remember, can apply and where misconceptions need to be addressed.

Impact

Pupils know more, remember more and can apply Computing knowledge with increasing independence from their individual starting points. They use technology purposefully, create and refine digital content, organise and interpret data, understand systems and networks, predict and debug programs, search and communicate safely, and make informed choices about privacy, security and online behaviour. Where relevant, pupils apply these skills in Preparation for Adulthood, careers, vocational learning and community contexts.

What pupils learn

The curriculum identifies the important declarative and procedural knowledge pupils need across computer science, information technology and digital literacy. This keeps the focus on what pupils understand and can apply, rather than simply the device, software or activity they complete.

Computing knowledge - what pupils know	Computing practice - what pupils learn to do
Computer science: how computers and digital systems work; algorithms; sequence, selection,	Predict and trace program behaviour; create, modify and debug programs; use logical reasoning; solve problems by decomposition;

repetition and variables; inputs and outputs; programming and computational thinking.	control or simulate physical systems where appropriate.
Information technology: how data is represented, stored and used; the purposes and features of digital tools; principles of creating text, images, audio, video, databases and spreadsheets.	Select and use appropriate tools; create, organise, store, manipulate and retrieve digital content; collect, analyse, evaluate and present data; edit and refine digital artefacts for a purpose.
Digital literacy: common uses of technology; devices, systems and networks; search and communication; reliability of digital information; the impact of technology on individuals and society.	Use devices and software confidently and increasingly independently; search effectively; communicate and collaborate appropriately; manage files and accounts; make informed digital choices.
Online safety and digital citizenship: privacy and security, personal information, consent, online relationships and bullying, reputation, copyright, misinformation, health and well-being.	Apply safe and respectful behaviours; protect accounts and information; judge reliability; ask for consent; report, block and seek support; respect ownership; manage technology use responsibly.

Age-related curriculum experiences: two-year spiral curriculum

The two-year spiral sets out the Computing experiences pupils encounter. Within each stage, pupils work at the appropriate point on the cognitive progression below, so that learning remains age-respectful while knowledge, digital fluency and independence are built from individual starting points.

Stage 1 - Foundation Computing experiences in line with Key Stage 1			
Curriculum strands	2025-26	2026-27	Progression emphasis
Computing systems & networks / Creating media	Technology around us / Digital painting	Information Technology around us / Digital photography	Recognise technology and its purpose; create and save digital images; use devices responsibly.
Programming A / Data & information	Moving a robot / Grouping data	Robot algorithms / Pictograms	Commands, algorithms and prediction; sort, group and represent data; distinguish safe and private information.
Creating media / Programming B	Digital writing / Programming animations	Digital music / Programming quizzes	Create purposeful digital content; use sequences and events; communicate respectfully and recognise ownership.

Stage 2 - Developing Computing experiences in line with Key Stage 2			
Curriculum strands	2025-26	2026-27	Progression emphasis
Computing systems & networks / Creating media	Connecting computers / Desktop publishing	The Internet / Photo editing	Understand connected systems and the internet; create and edit media; consider reliability, copyright and reputation.
Programming A / Data & information	Sequencing sounds / Branching databases	Repetition in shapes / Data logging	Develop sequencing and repetition; organise, collect and interpret data; understand privacy and data collection.
Creating media / Programming B	Stop frame animation / Events and actions in programmes	Audio production / Repetition in games	Plan and edit media; use events and repetition; apply consent, safe interaction and healthy technology routines.

Stage 3 - Extending Computing experiences in line with Key Stage 2			
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Curriculum strands	2025-26	2026-27	Progression emphasis
Computing systems & networks / Creating media	Systems & searching / Introduction to vector graphics	Communication & Collaboration / Web page creation	Search critically, understand ranking and connected systems; collaborate and publish responsibly; credit sources.
Programming A / Data & information	Selection in physical computing / Flat file databases	Variables in games / Introduction to spreadsheets	Use selection and variables; work with physical computing; search, filter, organise and analyse increasingly complex data.
Creating media / Programming B	Video production / Selection in quizzes	3D modelling / Sensing movement	Create for an audience; use selection and sensors; apply consent, privacy, copyright and safe data-handling decisions.

Stage 4 - Personalised Key Stage 4 and post-16 progression

Focus	Curriculum progression	Functional / vocational application	Evidence / progression
Computer science & problem-solving	Consolidate algorithms, programming, debugging, computational thinking and physical computing at an appropriate level.	Follow and refine procedures; troubleshoot; solve digital problems; apply logical thinking in work-related and everyday contexts.	School curriculum evidence and further Computing study where appropriate.
Information technology & data	Develop purposeful use of documents, digital media, file management, spreadsheets, data handling and appropriate online tools.	Complete forms and documents; create accessible digital content; enter/check data; use workplace-style software and systems.	Essential Digital Skills at Entry Level or Level 1 where appropriate.
Digital literacy, safety & employability	Apply search, communication, collaboration, privacy, cyber-security, data protection and professional online identity knowledge.	Use online services safely; manage accounts and passwords; build a positive online presence; communicate appropriately for employment and adult life.	PfA/EHCP targets, portfolios and Essential Digital Skills where appropriate.

Cognitive progression: building Computing knowledge and independence from individual starting points

Progression is not tied to chronological age or a fixed pathway. It shows how the same Computing concepts and practices can build from a pupil's individual starting point. A pupil may be at different points in different aspects of Computing, and teaching should move learning forward through reduced prompting, more secure vocabulary, greater technical understanding, improved accuracy and increased independence.

Computing Systems & Networks - Progression moves from intentional interaction with technology towards increasingly independent use and understanding of devices, systems, networks, search and communication.						
Skill thread	Explore & respond	Choose & communicate	Follow & apply	Explain, adapt & debug	Design, justify & generalise	Assessment Framework anchor(s)
Access & operate technology	Respond to a screen, sound or device and notice that an action causes an effect.	Choose a familiar device or control and repeat an intentional action.	Use mouse, touch screen, keyboard or other access method to complete familiar digital actions with support.	Log on, open, save and retrieve work; select appropriate controls and solve routine access problems with decreasing support.	Use digital systems fluently across contexts, choose efficient methods and troubleshoot routine problems independently.	Prerequisite: • Seeks to turn on and operate ICT equipment • Uses a mouse/touch screen to cause effects • Uses specific keyboard keys to cause an effect KS1: Can use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Devices, systems & purpose	Attend to or explore familiar technology such as a camera, tablet or computer.	Match a familiar device to a simple purpose and indicate a preferred tool.	Identify common devices and explain or demonstrate what they are used for.	Explain how parts of a system work together and select a device or software tool for a stated purpose.	Compare systems and technologies, justify choices and explain how technology affects users and wider contexts.	Prerequisite: • Shows an interest in real objects such as cameras and mobile phones, attempting to use functionally KS1: Can recognise common uses of information technology beyond school.
Networks & internet	Experience information, media or communication delivered through a connected device.	Recognise that devices can share or receive information and follow simple connection routines.	Understand that computers can connect and that the internet provides access to information and services.	Explain how networks and internet services support communication, collaboration and sharing, including associated risks.	Apply network knowledge to unfamiliar contexts and reason about connectivity, security, data sharing and appropriate service selection.	KS2: Can understand computer networks including the internet; how they provide services such as the World Wide Web; and the opportunities they offer for communication and collaboration.

Search, communicate & collaborate	Attend to a message, image or digital response shared by another person.	Choose from simple search results or communication options with adult support.	Use simple search and communication tools safely for a clear purpose.	Search effectively, communicate and collaborate appropriately, and explain why some information or channels are more suitable than others.	Evaluate ranking, reliability and audience; select effective digital communication and collaboration methods for different purposes.	Prerequisite: Shows awareness that ICT sources can be used to find things out KS2: Can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
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Programming - Progression moves from cause and effect and simple commands towards designing, predicting, debugging and controlling increasingly complex programs and physical systems.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Explain, adapt & debug	Design, justify & generalise	Assessment Framework anchor(s)
Cause & effect / commands	Activate a device or control and notice a predictable effect.	Choose or repeat a simple command to produce an intended response.	Use a short set of commands to control an on-screen or physical outcome.	Explain the effect of commands, modify them and identify why an outcome did or did not occur.	Select and combine commands efficiently to achieve a defined outcome across different programming contexts.	Prerequisite: Uses simple programming tools requiring a series of instructions
Algorithms & sequencing	Anticipate the next step in a familiar digital routine.	Order two or more familiar actions or commands.	Create or follow a precise sequence of instructions for a simple task or program.	Design algorithms for a purpose, decompose tasks into steps and refine sequences when outcomes differ from intention.	Design, compare and justify algorithms, generalising sequencing knowledge to unfamiliar problems.	KS1: Can understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Predict & reason	Notice that the same action usually produces the same response.	Choose what might happen next from simple alternatives.	Use logical reasoning to predict the behaviour of a simple program.	Trace a program, explain outcomes and use reasoning to identify where a program may fail.	Reason about more complex program behaviour, justify predictions and transfer understanding between representations or languages.	KS1: Can use logical reasoning to predict the behaviour of simple programs. KS2: Can use logical reasoning to explain how some simple algorithms work.
Create, modify & debug	Participate in changing a digital outcome with adult modelling.	Modify a familiar element such as a command, sprite, value or order.	Create and debug a simple program to achieve a stated goal.	Systematically test, identify and correct errors; explain changes and evaluate	Design, test and refine programs independently, selecting effective debugging strategies and	KS1: Can create and debug simple programs. KS2: Can detect and

				whether the program meets its purpose.	evaluating efficiency or usability.	correct errors in algorithms and programs and design, write and debug programs that accomplish specific goals.
Control structures & physical computing	Experience a programmed response involving light, sound or movement.	Choose between simple programmed actions or inputs.	Use taught examples of sequence and simple input/output to control a digital or physical outcome.	Apply sequence, selection and repetition; begin to use variables and different forms of input/output.	Combine control structures, variables, sensors and outputs to solve problems and refine physical or simulated systems.	KS2: Can use sequence, selection and repetition in programs; work with variables and various forms of input and output; and control or simulate physical systems.

Data, Information & Creating Media - Progression moves from making simple digital choices towards creating purposeful digital artefacts and collecting, organising, analysing and presenting information with increasing independence.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Explain, adapt & debug	Design, justify & generalise	Assessment Framework anchor(s)
Create digital content	Make marks, sounds, images or selections using a digital device.	Choose tools, images, sounds or text to create a simple digital outcome.	Create purposeful digital content using taught tools and techniques.	Plan, edit and refine digital media for a particular purpose or audience, explaining key design choices.	Combine media and tools independently; justify design decisions and create accessible, effective digital artefacts for different audiences.	Prerequisite: • Uses a tablet or interactive whiteboard for mark making activities KS1: Can use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Select tools, edit & refine	Explore the effects of different digital tools or controls.	Choose between familiar tools and indicate a preference.	Select an appropriate taught tool and make simple edits to improve an outcome.	Compare tools, use increasingly precise editing techniques and explain why a tool or format is suitable.	Select and combine software efficiently; evaluate quality, usability and accessibility and refine work for a specific purpose.	KS2: Can select, use and combine a variety of software, including internet services, on a range of digital devices to design and create programs, systems and content that accomplish given goals.
Data & representation	Notice objects, pictures, symbols or values that can be grouped or compared.	Sort or group information using a familiar property.	Collect simple data and represent it using a digital tool such as a pictogram or branching database.	Collect, organise, search, filter and interpret data; explain how representation supports answering questions.	Select appropriate data structures and representations; analyse, evaluate and present data accurately for a purpose while considering privacy and bias.	Prerequisite: • Begins to gather data and enter it onto a simple computer program KS2: Can collect, analyse, evaluate and present data

						and information using a range of digital tools.
Organise, store, retrieve & present	Recognise a familiar saved image, symbol or piece of work.	Choose own work or a familiar file with support.	Name, save, retrieve and organise digital work using taught routines.	Manage files and folders more independently, choose suitable formats and present information clearly.	Apply secure and efficient file/data management across systems; select formats and presentation methods appropriate to audience and purpose.	KS1: Can use technology purposefully to create, organise, store, manipulate and retrieve digital content. KS2: Can select, use and combine software to create and present data and information.

Digital Literacy & Online Safety - Progression moves from supported safe use towards informed, discerning and increasingly independent participation in digital life, matched to pupils' real experiences and readiness.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Explain, adapt & debug	Design, justify & generalise	Assessment Framework anchor(s)
Safe & respectful use	Respond to adult-supported routines for using a device safely.	Follow simple rules such as stop, ask and use kind words.	Use technology safely and respectfully and identify a trusted adult when something is worrying.	Recognise acceptable and unacceptable behaviour and choose appropriate reporting or help-seeking routes.	Apply safe, respectful and responsible behaviours independently across changing platforms, audiences and contexts.	KS1: Can use technology safely and respectfully and identify where to go for help and support. KS2: Can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour and identify ways to report concerns.
Privacy & security	Recognise familiar personal information such as own name or image with adult support.	Sort simple examples into safe to share / private and follow adult guidance.	Keep personal information private and use simple password/account routines.	Explain why accounts, devices, networks and personal data need protection; apply permission and security routines.	Make informed decisions about data collection, tracking, account protection, permissions, sensors and secure handling of information.	Assessed through PHSE framework
Online relationships & bullying	Recognise kind or unkind digital communication and seek a trusted adult.	Use kind language and practise asking permission before taking or sharing content.	Communicate respectfully, understand simple boundaries and know how to get help with upsetting contact.	Recognise harmful behaviour, apply consent and boundaries, and use block/report/support routes in connected contexts.	Respond appropriately to bullying or harassment, preserve evidence where appropriate and support others safely while maintaining personal boundaries.	Assessed through PHSE framework

Managing online information	Find simple information with support and notice that digital content can differ.	Choose relevant information and begin to distinguish real / made-up examples.	Search purposefully and understand that not everything online is true.	Compare sources, question reliability and explain that search results may be selected or ranked.	Evaluate misinformation, bias, sponsored or persuasive content, data-driven targeting and the need to verify before sharing or publishing.	KS2: Can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
Identity, reputation & copyright	Recognise own work or image and that digital content may represent a person.	Understand that words/images can be seen by others and that people own the work they create.	Ask before taking/sharing images, use content appropriately and understand that online actions can affect others.	Explain how edited media and published content can affect identity and reputation; begin to credit sources and respect ownership.	Manage a digital footprint deliberately; apply consent, licensing, attribution and responsible publication choices across media and platforms.	Assessed through PHSE framework
Health, wellbeing & independence	Follow simple adult-supported routines for safe and balanced device use.	Recognise simple rules about volume, breaks, age guidance and asking for help.	Use devices for balanced periods and recognise when content or interaction causes discomfort or worry.	Understand healthy gaming/listening routines, age restrictions, online pressures and persuasive features.	Apply strategies to manage screen use, online pressure, purchases, persuasive design and technology-related effects on sleep, mood and relationships.	Assessed through PHSE framework

SMSC and Fundamental British Values through Computing

SMSC and Fundamental British Values are developed naturally through safe and responsible technology use, creativity, problem-solving, collaboration, reflection and digital citizenship. The curriculum provides meaningful opportunities for pupils to apply these values through authentic Computing experiences.

SMSC / FBV area	What Computing develops	Expected Computing activities and applications
Spiritual	Curiosity and fascination about how digital systems work; creativity; imagination; reflection on how technology shapes experiences and the world.	Explore new technologies; create digital media or programs; solve problems; reflect on outcomes and on the impact of digital technologies.
Moral	Safe and responsible decision-making; understanding consequences; ethical use of information; privacy, copyright, reliability and responsible online behaviour.	Discuss safe/unsafe choices; protect personal information; credit sources; identify misleading content; consider the consequences of sharing, editing or publishing.
Social	Communication, collaboration, turn-taking, problem-solving and respectful participation in shared digital spaces.	Pair programming; collaborative projects; agree roles; communicate online appropriately; give and receive feedback; resolve problems together.
Cultural	Understanding how technology influences different communities, cultures and forms of communication and expression; appreciation of diverse digital content and perspectives.	Explore digital media from different contexts; create for varied audiences; discuss representation, accessibility and how technology is used across communities and society.
Democracy	Pupil voice, shared decision-making, informed participation and consideration of different viewpoints and sources of information.	Choose project themes and tools; contribute to group decisions; compare sources and viewpoints; use digital platforms for appropriate participation and feedback.
Rule of Law	Understanding that rules, rights and legal responsibilities protect people and information online.	Follow acceptable-use expectations; learn about privacy, data protection, copyright, age restrictions and reporting routes; understand consequences of unsafe or unlawful digital behaviour.
Individual Liberty	Independent choice, creativity, self-expression and increasing responsibility for personal digital decisions and identity.	Choose tools and formats; create original content; manage accounts and privacy; make informed choices about what to access, create, share or publish.
Mutual Respect & Tolerance	Respect for different needs, identities, cultures and viewpoints; inclusive and non-discriminatory online communication.	Use respectful language; recognise and challenge online bullying or discrimination; design accessible content; seek consent; work constructively with others.

Preparation for Adulthood through Computing

Computing supports Preparation for Adulthood because digital literacy is increasingly essential for employment, independent living, health, communication and community participation. These links are most powerful when the Computing learning remains explicit and pupils apply it to authentic adult-life, vocational and online contexts.

PfA outcome	What Computing develops	Expected Computing activities and applications
Employment	Digital fluency, computational thinking, problem-solving, data handling, communication, cyber-security awareness, accuracy and independence. These support a wide range of future roles and workplaces.	Create documents, spreadsheets and digital content; enter and check data; solve routine technical problems; collaborate digitally; manage files/accounts; practise safe professional online behaviour. Explore roles such as Helpdesk Assistant, Computer Lab Assistant, Database Support Worker, IT Support Technician, Cybersecurity Support Assistant, Digital Content Creator and Web Design Assistant.
Independent living	Independent device use, access to online services, information searching, account and password management, communication and safe management of personal data.	Use digital tools for planning and organisation; find reliable information; complete online forms with support as appropriate; manage passwords/privacy; communicate with services; save and retrieve important information.
Health	Safe and balanced technology use, online relationship safety, reliable information-seeking, self-regulation and knowing when and how to seek support.	Evaluate health information sources; manage screen time and online activity; recognise persuasive features; protect personal information; identify/report harmful contact or content; use technology to support routines and wellbeing.
Community inclusion	Digital communication, access to information and services, collaborative participation, self-advocacy and responsible digital citizenship.	Use digital mapping/information and community websites; communicate appropriately; create content for school/community audiences; collaborate on projects; understand online identity, rights, responsibilities and inclusive participation.

Progression, accreditation and pathways: Key Stage 4 to Key Stage 5

From Key Stage 4 onwards, pupils continue to develop knowledge and independence across the three interconnected areas of computer science, information technology and digital literacy, at a level matched to their individual starting point, interests and intended destination. Progress is recognised through the school curriculum and linked assessment, supported by saved digital work, screenshots, practical application, observation and evidence of pupils applying their knowledge with increasing independence.

Where external accreditation becomes appropriate, the qualification is selected because it reflects the pupil's attainment and supports their next stage rather than determining the curriculum. The school's current identified accredited route is Essential Digital Skills at Entry Level and Level 1. Careers learning also introduces pupils to further study, vocational and technical routes, apprenticeships, supported internships and employment involving digital technology. The school's careers materials identify roles including IT support technician, database support worker, cybersecurity support assistant, computer lab assistant, helpdesk assistant, digital content creator and web design assistant.

The levels below therefore provide a progression guide. They show how Computing knowledge, practical digital capability and independence can develop towards accreditation and future destinations; they do not imply that every pupil will follow the same route or achieve an external qualification.

Progression point	Expected Computing learning	Recognition / possible next step
Pre-Entry Foundation /	Develops prerequisite digital-access skills: intentionally operates equipment; uses touch, mouse or keyboard controls; makes purposeful digital choices; understands simple cause and effect; follows short command sequences; begins to find, enter or retrieve information and follows simple routines for safe use.	Progress recognised through prerequisite Computing statements, Earwig evidence, observation, screenshots/photos and examples of functional use. Foundation or personalised accreditation could be considered where appropriate.
Entry Level 1	Uses familiar digital devices for a clear purpose; follows short sequences; creates simple digital content; makes choices between familiar tools; begins to save and retrieve work; recognises personal information and knows when adult support is needed.	Curriculum and Earwig-linked evidence, supported by a portfolio of digital work and practical application. Relevant Entry Level digital or vocational accreditation could be considered where an appropriate qualification is available.
Entry Level 2	Selects and uses familiar software and devices with increasing control; creates and edits digital content; organises simple data; follows or modifies simple programs; searches with support and applies basic privacy, password and help-seeking routines.	Portfolio of digital work, curriculum assessment and evidence of increasing independence across familiar contexts. Relevant Entry Level digital or vocational accreditation could support progression where appropriate.
Entry Level 3	Uses digital tools for increasingly purposeful tasks; creates, organises and edits content; manages simple files and information; interprets data; applies logical reasoning to programs; searches and communicates more safely and independently; recognises common online risks and takes appropriate action.	Increasingly sustained curriculum and portfolio evidence. Essential Digital Skills at Entry Level may be appropriate where it matches the pupil's attainment, readiness and intended destination.

Level 1	Uses digital tools with increasing independence, accuracy and judgement; manages information and accounts securely; creates effective digital content for a purpose and audience; communicates appropriately; uses online information discerningly; organises and interprets data; solves routine technical problems and applies computing knowledge in everyday, study and work-related contexts.	Essential Digital Skills at Level 1 , where appropriate. Other Level 1 digital, vocational or technical learning may also support individual next steps. Progression may include further study, vocational learning, supported internships or digital work-related experiences.
Level 2	Applies Computing knowledge with greater independence and depth; selects digital tools and systems according to purpose; creates and refines more sophisticated digital outcomes; manages data and online information responsibly; understands security, privacy and digital reputation; applies computational thinking and evaluates the effectiveness of digital solutions.	Level 2 digital, IT or computing-related vocational/technical study could be considered where appropriate to the pupil and available next-step provision. This may support progression towards further education, apprenticeships or more specialist digital study.
Post-16 destination pathway	Builds on individual strengths and interests through increasingly functional, vocational or specialist use of technology. Applies digital skills to independent living, further education, employment, communication, accessing services and participation in the wider community.	Personalised next-step planning through Preparation for Adulthood and careers guidance. Possible future routes include further education, vocational/technical study, apprenticeships, supported internships and employment involving IT support, data, cybersecurity, digital content or web-based work.

Personalised progression: pupils do not need to move through these levels at the same rate or in a fixed sequence. Computing learning is matched to each pupil's attainment, digital experience, independence, interests, next steps and intended destination. Pupils who are not working towards an external qualification continue to make and evidence meaningful progress through increasing knowledge of computer science, information technology and digital literacy; more purposeful and independent use of technology; safer and more discerning online behaviour; and the ability to apply digital knowledge in unfamiliar, everyday and future adult-life contexts.