



At the beginning of a unit...

We plan for 'Memory Masters' at the beginning of every unit of learning to **revisit, recall, revise, remember, reinforce, relearn and reflect** upon previously taught computing knowledge and skills. This enables children to **retain key knowledge across the computing curriculum**, including programming, data handling, systems, networks and digital literacy.

We assess prior learning through a range of approaches, including:

- Retrieval quizzes focused on key vocabulary and concepts (e.g. algorithms, debugging, variables)
- Unplugged activities to demonstrate understanding of computational thinking
- Practical tasks using digital tools (e.g. predicting code outcomes, spotting errors)
- Discussion and questioning to assess understanding of prior units

The Computing Lead ensures Memory Masters reflect the **Teach Computing Curriculum progression**, revisiting **substantive knowledge (concepts)** and **disciplinary knowledge (computational thinking, creating, and evaluating)** to support deeper learning.



In every lesson...

Feedback to feedforward – Each lesson begins by reviewing previous learning within the unit, helping pupils reconnect with prior knowledge and build logical understanding across computing concept.

New Learning and Guided Practice – Key knowledge and skills are introduced clearly, often through teacher modelling of code or digital processes, use of Teach Computing resources and examples, exploring of key concepts such as sequencing, selection, repetition or data representation.

Assessment for understanding takes place through targeted questioning (e.g. predicting outcomes, explaining processes), live modelling and pupil responses, use of mini-tasks and checkpoints within lessons.

Independent Practice – Pupils apply their learning through practical computing tasks such as writing and debugging code, creating digital media (e.g. animations, presentations, data sets), solving computational problems. Work is recorded digitally and/or through saved projects, screenshots, written reflections or explanations.

Teachers use **live feedback and monitoring** to address misconceptions and support progress.

Think Deeper – Challenge tasks encourage pupils to refine and extend programs, apply computational thinking in new contexts, evaluate the effectiveness of their solutions.

Let's Reflect – The learning objective is revisited, and pupils respond to a key question using technical vocabulary (e.g. algorithm, loop, input/output), verbal explanations or demonstrations, peer discussion and evaluation.



Throughout each unit...

Assessment is ongoing and cumulative. Key questions and concepts are revisited in each lesson. Pupils build progressively on prior knowledge through structured Teach Computing units. Evidence is gathered through practical outcomes, discussion, and digital artefacts. These contribute to a **cumulative understanding of computing knowledge and skills** across the unit.



At the end of the unit...

Assessment is carried out through a cumulative quiz focusing on key vocabulary and concepts and 'Show What You Know' task, such as a completed program, a digital project or a problem-solving activity.

The overarching unit question is revisited, and pupils demonstrate their understanding through practical application, explanation of processes and use of accurate computing vocabulary.

Retrieval...

Key computing knowledge and vocabulary from knowledge organisers are assessed at a distance using retrieval practice strategies. In addition, regular unplugged and digital retrieval activities are embedded, concepts such as algorithms, debugging and data handling are revisited frequently and the Teach Computing progression ensures knowledge is revisited and deepened over time.

