

RECOMMENDATIONS

1 REFORM THE COMPUTING CURRICULUM

- A Reform the GCSE provision for Computing:** Review the GCSE qualification space to ensure it covers a wider range of topics, appealing to a more diverse student population and the needs of society.
- B Review of relative difficulty:** Ofqual to look urgently at the relative difficulty of GCSE Computer Science compared to other subjects.
- C Explicitly widen the Key Stage 3 Computing Curriculum:** Place a greater emphasis on different areas of computing study, such as digital literacy, project work, digital media and data science.
- D An entitlement to a computing education for all students at Key Stage 4:** Expectation placed upon schools to provide a regular and broad computing education for all students.

2 PROMOTE AND ENHANCE TEACHER TRAINING AND PROFESSIONAL DEVELOPMENT

- A Support recruitment and retention of computing teachers:** Review the measures that support the recruitment and retention of computing teachers, including an increase in bursaries and the exploration of 'early career payments'.
- B School-level investment in staff professional development:** Teacher entitlement to self-defined CPD. Empower school senior leaders to invest in professional development, resources and time for teachers and leaders to support inclusive computing education and subject knowledge.

3 SUPPORT INCLUSIVE COMPUTING EDUCATION IN SCHOOLS

- A Foster inclusive learning environments:** Support the policies and structures to ensure that all computing classrooms promote a sense of belonging for young people.
- B Whole school approach to equity in computing:** Ensure school policies and strategies demonstrate a holistic and consistent approach to inclusion across the school, including CPD opportunities, pedagogy, learning resources, pastoral care, and acknowledging diverse contributions in computing and STEM fields.

4 REFRAME THE COMPUTING NARRATIVE

- A Reframe narratives surrounding computing:** Employers and organisations to share narratives of those working in computing that encompass a broader spectrum of individuals especially those working for social good, beyond tech entrepreneurs and historical figures.
- B Launch a sustainable national campaign:** A campaign aimed at showcasing diverse role models in computing, highlighting a variety of traits and skills beyond traditional stereotypes, especially relatable and contemporary role models, such as alumni and community members.

5 SHOWCASE DIVERSE DIGITAL OPPORTUNITIES

- A Improve subject-specific career guidance:** Ensure young people and their families and teachers have access to and understand the importance of computing education for a diversity of opportunities in computing and beyond.
- B Improve access to experiences of the workplace:** Enhance collaboration between employers (especially within the STEM sectors) and schools so that all young people have meaningful experiences of the workplace.

6 INCREASE ACCESS TO INFORMAL DIGITAL MAKING

- A Inclusive informal learning spaces:** Ensure access to informal learning spaces across the education system are supportive and inclusive for all young people and include a broad range of activities such as project work, digital media activities and programming.
- B Coordinated efforts to ensure equity of access:** Schools and organisations recognise the challenges and work with teachers and families to ensure equity of access to digital devices and extracurricular activities that encourage digital making, using free and open-source resources where possible.

