ST. STEPHEN'S R.C. PRIMARY SCHOOL

SOLO TAXONOMY IN COMPUTING

Developing deep thinking, reasoning and understanding through Computing.

OUR VISION

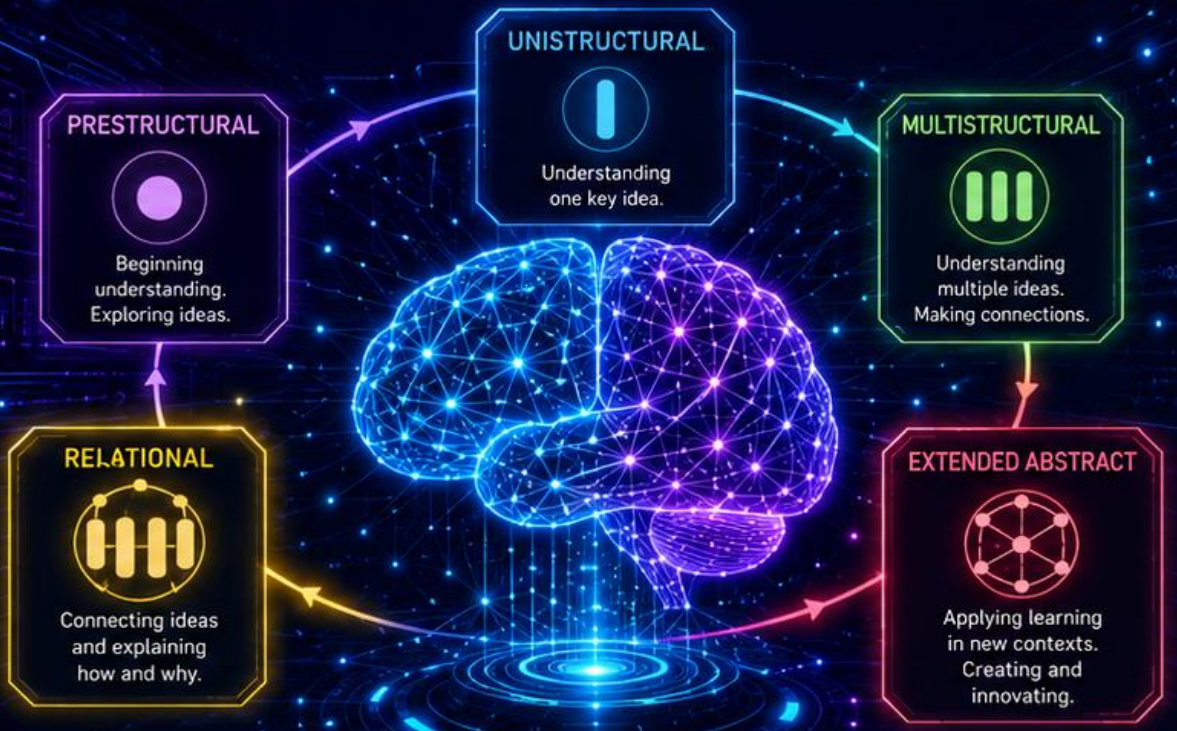
"At St Stephen's, we develop learners who think deeply, reason confidently and apply Computing creatively."

DEEP THINKING
We encourage curiosity and help children explore ideas with confidence.

PROBLEM SOLVING
We build resilience and persistence to solve real-world problems.

REASONING
We promote careful thinking and clear explanations.

INNOVATION
We inspire creativity and empower children to create the future.



WHY SOLO TAXONOMY MATTERS

DEVELOPS UNDERSTANDING
Builds deep, meaningful understanding of computing concepts.

SUPPORTS PROGRESSION
Provides a clear pathway for learning and helps children grow.

STRENGTHENS REASONING
Encourages learners to think critically and explain their thinking.

DEEPENS CONNECTIONS
Helps children connect ideas across topics and real-life situations.

PROMOTES INDEPENDENCE
Empowers learners to apply knowledge, solve problems and innovate.

THROUGH SOLO TAXONOMY, CHILDREN LEARN TO...

THINK DEEPLY
Developing understanding that goes beyond the surface.

EXPLAIN CLEARLY
Using vocabulary and reasoning to articulate their thinking.

CONNECT IDEAS
Making links between concepts to build a bigger picture.

SOLVE PROBLEMS
Applying knowledge and thinking flexibly to solve challenges.

INNOVATE CONFIDENTLY
Creating, designing and exploring new possibilities with technology.

ST. STEPHEN'S R.C. PRIMARY SCHOOL

INSPIRED BY GOSPEL VALUES

WHAT IS SOLO TAXONOMY?

SOLO Taxonomy helps children move from surface understanding to deep and sophisticated thinking in Computing.

WHY SOLO MATTERS IN COMPUTING

DEEPENS UNDERSTANDING
Helps children move beyond recalling to real thinking.

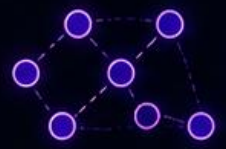
DEVELOPS REASONING
Encourages children to explain, justify and reason.

STRENGTHENS EXPLANATIONS
Builds confidence in articulating ideas clearly.

PROMOTES INDEPENDENCE
Empowers learners to take ownership of their learning.

THE SOLO THINKING PATHWAY

PRESTRUCTURAL
"I don't understand yet."



Information is disconnected and does not make sense.

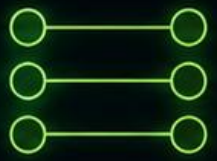
IN COMPUTING:
Unable to explain an algorithm.

UNISTRUCTURAL
"I understand one idea."

Understands a single idea or concept.

IN COMPUTING:
Identifies what an algorithm is.

MULTISTRUCTURAL
"I understand several ideas."



Understands multiple ideas but may not see the connections.

IN COMPUTING:
Explains sequences, debugging and inputs.

RELATIONAL
"I can connect and explain."

Connects ideas together and understands how they work.

IN COMPUTING:
Explains how algorithms solve problems.

EXTENDED ABSTRACT
"I can innovate and apply."

Applies understanding to new situations, evaluates and creates.

IN COMPUTING:
Designs and improves original solutions.

WHAT THIS LOOKS LIKE IN SCHOOL

REASONING DISCUSSIONS
Children talk, listen and build ideas together.

RETRIEVAL PRACTICE
Regular low-stakes retrieval builds stronger memory.

CODING INVESTIGATIONS
Exploring, testing and refining digital solutions.

COLLABORATIVE PROBLEM SOLVING
Working together to solve real and relevant problems.

EVALUATING OUTCOMES
Reflecting, improving and explaining impact.

THROUGH SOLO TAXONOMY, CHILDREN LEARN TO...

THINK DEEPLY
Move beyond the surface to understand the bigger picture.

REASON CLEARLY
Use vocabulary and evidence to explain their thinking.

CONNECT IDEAS
Link concepts together to build stronger, deeper understanding.

SOLVE PROBLEMS
Apply knowledge and skills to solve real-life challenges.

INNOVATE CONFIDENTLY
Create, evaluate and improve digital solutions with independence.

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PRESTRUCTURAL THINKING IN COMPUTING

Beginning to explore ideas and vocabulary in Computing.

> "Every expert was once a beginner.
> Keep exploring. Keep learning."

WHY THIS STAGE MATTERS

BUILDS CURIOSITY
Children are curious about how things work in the digital world.

CREATES FOUNDATIONS
Early experiences lay the groundwork for future understanding.

INTRODUCES VOCABULARY
Children hear new words and begin to recognise them.

ENCOURAGES EXPLORATION
Children are motivated to investigate and have a go.

MOVING TOWARDS UNDERSTANDING

EXPLORE
I am exploring new ideas and experiences.

NOTICE
I am noticing patterns, words and actions.

RECOGNISE
I am recognising key vocabulary and simple ideas.

BEGIN TO EXPLAIN
I can begin to talk about what I have seen and learnt.

WHAT PRESTRUCTURAL THINKING LOOKS LIKE

Children may:

- Struggle to explain ideas
- Confuse vocabulary
- Need adult support
- Give unrelated responses

BUT: curiosity is beginning.

IN COMPUTING THIS MIGHT LOOK LIKE...

- Exploring devices and technology
- Recognising buttons and basic functions
- Hearing new vocabulary and key concepts
- Experimenting with coding tools and apps

COMPUTING EXAMPLES

- "I don't know what an algorithm is."
- Unable to sequence instructions.
- Struggling to explain online safety.

BUT: beginning to engage.

TEACHER SUPPORT STRATEGIES

- Modelling vocabulary
- Visual demonstrations
- Guided questioning
- Repetition & retrieval
- Scaffolded exploration

THROUGH PRESTRUCTURAL THINKING, CHILDREN BEGIN TO...

EXPLORE COMPUTING
They explore digital environments and tools with curiosity.

DEVELOP CURIOSITY
They begin to ask questions and wonder how things work.

HEAR NEW VOCABULARY
They are introduced to key words and begin to recognise them.

ENGAGE WITH DIGITAL LEARNING
They enjoy interacting with technology and digital resources.

BUILD FOUNDATIONS FOR FUTURE UNDERSTANDING
They take the first steps towards deeper thinking and learning.

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UNISTRUCTURAL THINKING IN COMPUTING

Beginning to understand and explain one key idea in Computing.

WHY THIS STAGE MATTERS

BUILDS CONFIDENCE
Children experience success as they understand one key idea.

STRENGTHENS VOCABULARY
Children begin to use Computing vocabulary accurately.

DEVELOPS EXPLANATIONS
Children can explain simple concepts in their own words.

SUPPORTS FUTURE REASONING
Understanding one idea creates the foundation for deeper thinking.

WHAT UNISTRUCTURAL THINKING LOOKS LIKE

- Identify one idea
- Explain a simple concept
- Use one key word correctly
- Follow a basic process

BUT: understanding is still limited to one connection.

IN COMPUTING THIS MIGHT LOOK LIKE...

- Knowing what an algorithm is.
- Identifying input devices.
- Recognising a safe website.
- Following simple code instructions.

COMPUTING EXAMPLES

- "An algorithm is a set of instructions."
- "A mouse is an input device."
- "Passwords keep us safe online."

BUT: ideas are not yet deeply connected.

TEACHER SUPPORT STRATEGIES

- Modelling explanations
- Visual scaffolds
- Repetition
- Simple questioning
- Guided practice

MOVING TOWARDS DEEPER THINKING

IDENTIFY
I can identify one key idea.

EXPLAIN
I can explain the idea in simple words.

DESCRIBE
I can describe what it is and what it does.

CONNECT IDEAS
I am beginning to connect this idea to other learning.

THROUGH UNISTRUCTURAL THINKING, CHILDREN BEGIN TO...

UNDERSTAND KEY CONCEPTS
They grasp one key idea and what it means.

EXPLAIN SIMPLE IDEAS
They can explain using simple vocabulary.

USE COMPUTING VOCABULARY
They begin to use key words accurately.

FOLLOW BASIC PROCESSES
They can follow steps with support.

BUILD CONFIDENCE AS DIGITAL LEARNERS
They feel more confident and ready to learn more.

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MULTISTRUCTURAL THINKING IN COMPUTING

Understanding several ideas and concepts within Computing.

WHY THIS STAGE MATTERS

DEEPENS KNOWLEDGE
Children build on what they already know and begin to understand more ideas.

STRENGTHENS VOCABULARY
Children use more Computing vocabulary with increasing accuracy.

INCREASES CONFIDENCE
Children feel more secure explaining multiple ideas and concepts.

PREPARES FOR DEEPER REASONING
A strong foundation of several ideas helps children begin to make connections.

MULTIPLE IDEAS
Children are able to recall and explain several concepts.

GROWING KNOWLEDGE
Ideas are understood separately but are not yet linked.

MORE VOCABULARY
Children use a wider range of words and terms accurately.

BUILDING INDEPENDENCE
Children begin to use knowledge independently.

WHAT MULTISTRUCTURAL THINKING LOOKS LIKE

- Explain several ideas
- Use multiple vocabulary terms
- Describe processes
- Recall knowledge independently

BUT: ideas are not yet fully connected.

IN COMPUTING THIS MIGHT LOOK LIKE...

- Understanding algorithms and debugging.
- Explaining online safety rules.
- Describing input and output devices.
- Using coding sequences and simple programs.

COMPUTING EXAMPLES

- "Algorithms give instructions."
- "Debugging fixes mistakes."
- "Networks connect computers."
- "Passwords protect information."

BUT: children may still explain ideas separately.

TEACHER SUPPORT STRATEGIES

- Structured questioning
- Retrieval tasks
- Discussion prompts
- Modelling connections
- Collaborative learning

MOVING TOWARDS RELATIONAL THINKING

IDENTIFY MANY IDEAS
I can identify several ideas and concepts.

EXPLAIN SEVERAL CONCEPTS
I can explain these ideas in my own words.

COMPARE IDEAS
I can compare different ideas and recognise similarities.

BEGIN LINKING UNDERSTANDING
I can start to link ideas together in simple ways.

THROUGH MULTISTRUCTURAL THINKING, CHILDREN BEGIN TO...

BUILD BROADER UNDERSTANDING
They understand more ideas across Computing topics.

EXPLAIN SEVERAL CONCEPTS
They can talk about different ideas using their own words.

USE AMBITIOUS VOCABULARY
They use a wider range of Computing vocabulary with accuracy.

DEVELOP INDEPENDENCE
They can work and think independently across multiple contexts.

STRENGTHEN DIGITAL UNDERSTANDING
They build a strong knowledge base ready for deeper thinking and connections.

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RELATIONAL THINKING IN COMPUTING

Connecting ideas, reasoning deeply and understanding how concepts work together in Computing.

WHY THIS STAGE MATTERS

DEEPENS UNDERSTANDING
Children connect ideas together to understand how they work.

STRENGTHENS REASONING
Children explain how and why things happen in Computing.

DEVELOPS EXPLANATIONS
Children justify their thinking and communicate ideas clearly.

SUPPORTS TRANSFER OF KNOWLEDGE
Children apply what they know to new situations and challenges.

IDEAS ARE CONNECTED
Different concepts work together to solve problems.

RELATIONSHIPS ARE UNDERSTOOD
Children see how parts link and depend on each other.

REASONING IS DEEPER
Children explain how and why systems work.

UNDERSTANDING IS APPLIED
Children use their knowledge in new contexts and real-life situations.

MOVING TOWARDS EXTENDED ABSTRACT THINKING

CONNECT IDEAS
I can connect different ideas together.

EXPLAIN RELATIONSHIPS
I can explain how concepts work together.

APPLY UNDERSTANDING
I can use my knowledge in different situations.

EVALUATE & INNOVATE
I can evaluate solutions and create new ideas.

WHAT RELATIONAL THINKING LOOKS LIKE

- Connects multiple ideas together
- Explains relationships clearly
- Justifies reasoning and choices
- Applies understanding in context

NOW: ideas are connected and explained logically.

IN COMPUTING THIS MIGHT LOOK LIKE...

- Explaining how algorithms solve problems.
- Linking networks and communication.
- Understanding how input and output systems interact.
- Evaluating coding choices and improving programs.

COMPUTING EXAMPLES

- "Algorithms use sequences to solve problems."
- "Networks allow devices to communicate."
- "Strong passwords protect personal information."
- "Debugging improves program efficiency."

NOW: ideas are connected and explained logically.

TEACHER SUPPORT STRATEGIES

- Reasoning questions
- Collaborative discussion
- Problem-solving tasks
- Comparison activities
- Deeper investigations

THROUGH RELATIONAL THINKING, CHILDREN BEGIN TO...

REASON DEEPLY
They think carefully and understand the 'why' behind concepts.

JUSTIFY IDEAS CLEARLY
They give reasons and evidence to support their thinking.

SOLVE PROBLEMS LOGICALLY
They use connected ideas to solve complex Computing challenges.

CONNECT CONCEPTS CONFIDENTLY
They link ideas across Computing topics and real-life contexts.

APPLY COMPUTING KNOWLEDGE MEANINGFULLY
They use their understanding to innovate and make a positive impact.

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AI SYSTEM EVOLVED

EXTENDED ABSTRACT THINKING IN COMPUTING

Applying understanding creatively, evaluating ideas and innovating beyond what has been taught.

"THE BEST WAY TO PREDICT THE FUTURE IS TO CREATE IT."

INNOVATE TRANSFORM INSPIRE

WHY THIS STAGE MATTERS

PROMOTES INNOVATION
Children think beyond what they know and create new, original solutions.

DEVELOPS INDEPENDENCE
Children take ownership of their learning and make confident decisions.

STRENGTHENS EVALUATION
Children evaluate ideas, justify choices and consider the impact of their decisions.

PREPARES CHILDREN FOR THE FUTURE
Children become confident, creative and responsible digital leaders of tomorrow.

WHAT EXTENDED ABSTRACT THINKING LOOKS LIKE

- Evaluate solutions independently
- Innovate and create new ideas
- Transfer understanding to new contexts
- Explain complex reasoning

NOW: children innovate beyond direct teaching and apply knowledge in powerful new ways.

IN COMPUTING THIS MIGHT LOOK LIKE...

- Designing original coding projects
- Evaluating digital systems
- Improving algorithms independently
- Creating purposeful digital media
- Solving unfamiliar problems creatively

TEACHER SUPPORT STRATEGIES

- Open-ended challenges
- Innovation projects
- Problem-based learning
- Independent investigations
- Real-world Computing applications

COMPUTING EXAMPLES

- "I improved the algorithm to make it more efficient."
- "This network design would improve communication."
- "I created a safer digital solution."
- "I adapted the program for a new purpose."

NOW: children think, innovate and apply learning beyond what has been taught.

THE FUTURE DIGITAL THINKER

EVALUATE
I evaluate ideas and solutions critically.

INNOVATE
I magine new ideas and possibilities.

CREATE
I create original digital solutions.

APPLY GLOBALLY
I apply Computing to real-world issues and communities.

SHAPE THE FUTURE
I use technology to make a positive impact and shape the future.

THROUGH EXTENDED ABSTRACT THINKING, CHILDREN BEGIN TO...

THINK CRITICALLY AND CREATIVELY
They think deeply, question ideas and see new possibilities.

COMMUNICATE SOPHISTICATED IDEAS
They explain complex thinking with clarity, confidence and purpose.

INNOVATE CONFIDENTLY
They create original ideas and take risks to improve the world around them.

SOLVE COMPLEX PROBLEMS
They tackle challenging problems using advanced reasoning and creativity.

BECOME FUTURE-READY DIGITAL LEADERS
They are empowered, responsible and ready to shape a better future.

FAITH IN OURSELVES
We believe in our potential and God-given talents.

LOVE IN OUR COMMUNITY
We use technology to care for others.

RESPECT IN OUR WORLD
We act responsibly and respect others online.

SERVICE IN OUR ACTIONS
We use our skills to make a positive difference.

EXCELLENCE IN OUR LEARNING
We strive for excellence and never stop learning.

HOPE FOR THE FUTURE
We look forward with hope and trust in God.

ST. STEPHEN'S R.C. PRIMARY SCHOOL

INSPIRED BY GOSPEL VALUES

SOLO IN ACTION ACROSS THE COMPUTING CURRICULUM

Applying SOLO Taxonomy across all areas of Computing to deepen understanding, reasoning and innovation.

A CONNECTED CURRICULUM

SOLO Taxonomy helps children progress from emerging ideas to innovative thinking across all elements of Computing.

WHY SOLO SUPPORTS COMPUTING

DEEPENS UNDERSTANDING
Children develop a deeper understanding of Computing concepts at every stage.

SUPPORTS PROGRESSION
Clear stages help children build knowledge and skills step by step.

STRENGTHENS REASONING
Children learn to explain, justify and connect their ideas with confidence.

DEVELOPS INNOVATION
Children become creative thinkers who can solve problems and design original solutions.

PREPARES FOR THE FUTURE
SOLO supports children to become independent, resilient and future-ready digital citizens.

SOLO TAXONOMY

PROGRAMMING

- **Exploring code** — I am beginning to explore code and how it works.
- **Understanding algorithms** — I understand simple algorithms and their purpose.
- **Using sequences** — I can create and use sequences in my programs.
- **Debugging logically** — I can debug programs and explain how I fixed them.
- **Designing original solutions** — I design and create original programs to solve problems.

SYSTEMS & NETWORKS

- **Recognising devices** — I can recognise different digital devices and their uses.
- **Identifying networks** — I can identify simple networks and how they connect.
- **Explaining communication** — I can explain how information is shared across networks.
- **Linking systems together** — I can link different systems and explain how they work together.
- **Evaluating digital infrastructure** — I can evaluate and suggest ways to improve digital systems.

DATA & INFORMATION

- **Exploring information** — I explore and collect information in different ways.
- **Understanding data** — I understand what data is and how it is used.
- **Analysing results** — I can organise data and interpret simple results.
- **Connecting patterns** — I can identify paterrns and make connections in data.
- **Evaluating & presenting findings** — I evaluate data and present findings to support decisions.

CREATING MEDIA

- **Experimenting with tools** — I explore digital tools and what they can do.
- **Using media features** — I can use features to create simple digital content.
- **Combining techniques** — I can ocmbine tools and techniques for effect.
- **Evaluating design choices** — I can evaluate my choices and improve my digital content.
- **Creating purposefel products** — I create purposefully designed digital media for a real audience.

E-SAFETY

- **Recognising risks** — I can recognise basic online risks and dangers.
- **Understanding rules** — I understand online safety rules and guidelines.
- **Explaining online safety** — I can explain how to stay safe and protect others.
- **Justifying safe choices** — I can justify my choices and explain why they are safe.
- **Evaluating digital responsibility** — I evaluate digital behaviour and promote positive online actions.

PRESTRUCTURAL — Emerging ideas → UNISTRUCTURAL — One idea → MULTISTRUCTURAL — Many ideas → RELATIONAL — Connecting ideas → EXTENDED ABSTRACT — Innovating beyond

WHAT THIS LOOKS LIKE IN SCHOOL

REASONING DISCUSSIONS
Children explain their thinking, ask questions and challenge ideas respectfully.

RETRIEVAL PRACTICE
Regular retrieval helps children strengthen knowledge and build confidence.

COLLABORATIVE INVESTIGATIONS
Children work together to explore, problem solve and share understanding.

PROBLEM-SOLVING
Real-world problems encourage children to apply knowledge in meaningful contexts.

INDEPENDENT PROJECTS
Children take ownership of their learning and create innovative digital solutions.

> "When children understand how ideas connect, they can create, innovate and change the world."

THROUGH SOLO TAXONOMY, CHILDREN...

DEEPEN UNDERSTANDING
They build strong foundations of knowledge across all Computing concepts.

COMMUNICATE REASONING
They explain their ideas clearly and listen to others with respect and understanding.

APPLY KNOWLEDGE CONFIDENTLY
They use their knowledge in different situations and solve problems effectively.

CONNECT IDEAS ACROSS COMPUTING
They make links between concepts and see how Computing works in the real world.

BECOME INNOVATIVE DIGITAL THINKERS
They think creatively, challenge ideas and innovate for a better digital future.

MAKE A POSITIVE IMPACT
They use technology responsibly to make a positive difference in the world.

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ORACY & REASONING THROUGH SOLO IN COMPUTING

Using SOLO Taxonomy to develop confident communication, deep reasoning and sophisticated thinking in Computing.

> "Talk is the bridge between thinking and learning. Through talk, we build understanding together."

WHY ORACY MATTERS

STRENGTHENS VOCABULARY
Children learn new words and use them confidently in Computing.

DEEPENS UNDERSTANDING
Talking about ideas helps children understand concepts more deeply.

DEVELOPS CONFIDENCE
Children feel confident sharing ideas, asking questions and explaining their thinking.

IMPROVES REASONING
Oracy helps children justify ideas, challenge thinking and reason logically.

PREPARES FOR THE FUTURE
Strong communication skills are essential for learning, work and life.

SOLO TALK PROGRESSION

PRESTRUCTURAL
"I don't know yet."
Emerging ideas

UNISTRUCTURAL
"I understand" one idea."
One idea

MULTISTRUCTURAL
"I know several ideas."
Many ideas

RELATIONAL
"I can connect ideas."
Connecting ideas

EXTENDED ABSTRACT
"I can innovate and evaluate."
Innovating beyond

COMPUTING REASONING STEMS

- "I predict that... because..."
- "The algorithm works because..."
- "The network allows..."
- "I improved the solution by..."
- "This would be more effective because..."

THE COMPUTING COMMUNICATOR

EXPLAIN
I can explain my ideas clearly using appropriate Computing language.

JUSTIFY
I can justify my choices and explain why my ideas make sense.

REASON
I can reason logically and connect ideas to support my thinking.

EVALUATE
I can evaluate solutions, identify strengths and suggest improvements.

INNOVATE
I can innovate, create new ideas and make a positive impact.

WHAT THIS LOOKS LIKE IN SCHOOL

PARTNER DISCUSSION
Sharing ideas and building understanding.

COLLABORATIVE DEBUGGING
Explaining errors, giving feedback and improving code together.

REASONING DURING CODING
Thinking aloud, predicting outcomes and explaining decisions.

EXPLAINING DATA FINDINGS
Talking about patterns, trends and conclusions from data.

EVALUATING MEDIA CHOICES
Discussing design, purpose, audience and impact of digital media.

COMPUTING EXAMPLES

- "I connected the sequence to the algorithm."
- "The password is secure because it uses letters, numbers and symbols."
- "The data showed a pattern in the results."
- "I redesigned the program to improve its efficiency."
- "The network setup will improve communication across devices."

POWERFUL QUESTIONS TO ASK

- What do you notice?
- How do you know that?
- Can you explain why?
- How are these ideas connected?
- What else could you do? How could this be improved?

THROUGH SOLO ORACY, CHILDREN...

COMMUNICATE CONFIDENTLY
They express their ideas clearly and use computing vocabulary fluently.

EXPLAIN REASONING CLEARLY
They explain their thinking and make their reasoning easy to understand.

JUSTIFY IDEAS LOGICALLY
They give reasons, use evidence and justify their choices with confidence.

COLLABORATE EFFECTIVELY
They listen, respond, respect others and build ideas together.

BECOME ARTICULATE DIGITAL THINKERS
They communicate, reason and lead in a digital world with confidence and purpose.

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RETRIEVAL & MEMORY THROUGH SOLO IN COMPUTING

Using SOLO Taxonomy to strengthen memory, deepen understanding and support long-term learning in Computing.

> "WE DON'T RISE TO THE LEVEL OF OUR GOALS. WE FALL TO THE LEVEL OF OUR SYSTEMS."

WHY RETRIEVAL MATTERS

STRENGTHENS MEMORY
Regular retrieval helps move knowledge from short-term to long-term memory.

BUILDS CONFIDENCE
When children recall information, they feel more capable and secure.

DEEPENS UNDERSTANDING
Retrieval helps children see connections and understand concepts more deeply.

SUPPORTS INDEPENDENT LEARNING
Confident retrieval enables children to apply knowledge without relying on prompts.

CREATES STRONGER FUTURE LEARNERS
Strong memory systems support innovation, reasoning and problem solving.

THE SOLO MEMORY JOURNEY

PRESTRUCTURAL
HEAR IT
Information is new. I hear it.

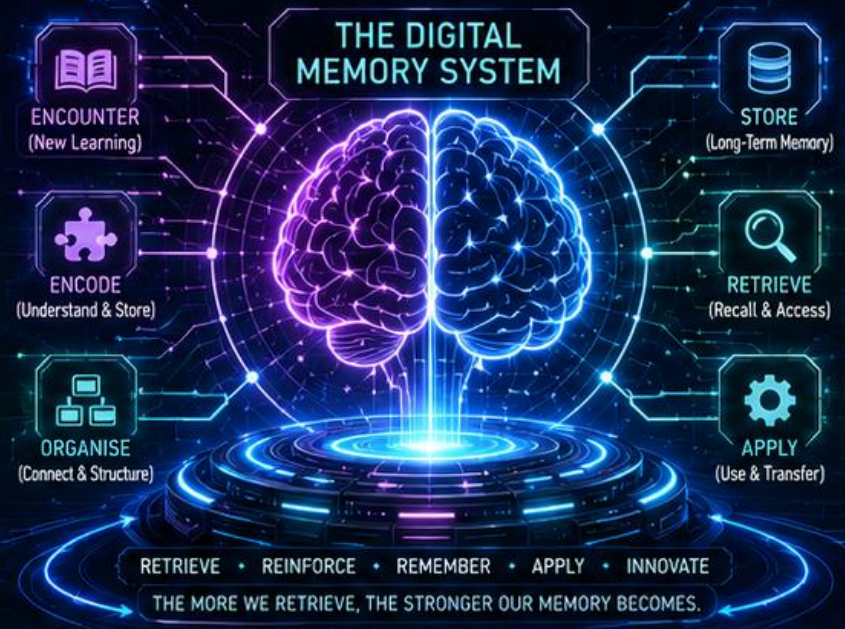
UNISTRUCTURAL
UNDERSTAND IT
I understand one key idea.

MULTISTRUCTURAL
CONNECT IDEAS
I remember several ideas and link them.

RELATIONAL
EXPLAIN RELATIONSHIPS
I connect ideas together and explain how they work.

EXTENDED ABSTRACT
INNOVATE INDEPENDENTLY
I can use my knowledge to solve new problems and create ideas.

THE DIGITAL MEMORY SYSTEM



RETRIEVE • REINFORCE • REMEMBER • APPLY • INNOVATE

THE MORE WE RETRIEVE, THE STRONGER OUR MEMORY BECOMES.

RETRIEVAL IN COMPUTING

Retrieval quizzes
Recall key concepts and vocabulary.

Debugging challenges
Retrieve problem-solving strategies.

Vocabulary recall
Remember key Computing terms and definitions.

Coding flashbacks
Recall code, patterns and algorithms.

Revisiting prior learning
Build connections across units and year groups.

THE COMPUTING MEMORY SYSTEM

HEAR
We hear new information.

REMEMBER
We store it in our memory.

RETRIEVE
We bring it back when needed.

APPLY
We use it in new situations.

INNOVATE
We create new ideas and solutions.

STRONG MEMORY SYSTEMS CREATE STRONG THINKERS.

WHAT THIS LOOKS LIKE IN SCHOOL

LOW-STAKES QUIZZES
Short, regular quizzes to recall prior learning.

RETRIEVAL STARTERS
Quick recall activities at the start of lessons.

COLLABORATIVE RECALL
Talk partners and group challenges to retrieve together.

CUMULATIVE CURRICULUM
Builds on what has been taught before, year after year.

SPACED PRACTICE
Revisit knowledge over time to strengthen long-term memory.

COMPUTING EXAMPLES

- Recalling algorithms from previous units.
- Revisiting online safety vocabulary and rules.
- Applying coding knowledge to new tasks.
- Connecting networks and systems learning.
- Using prior knowledge to solve new problems.

THROUGH SOLO RETRIEVAL, CHILDREN...

REMEMBER MORE OVER TIME
They strengthen memory and recall key Computing knowledge.

EXPLAIN LEARNING CONFIDENTLY
They explain ideas clearly because they can remember and retrieve information.

CONNECT IDEAS SECURELY
They build strong links between concepts across the Computing curriculum.

APPLY UNDERSTANDING INDEPENDENTLY
They transfer knowledge to new contexts and real-world problems.

BECOME FLUENT DIGITAL THINKERS
They combine memory, reasoning and creativity to innovate and solve complex challenges.

FAITH IN OURSELVES
We believe in our potential and God-given talents.

LOVE IN OUR COMMUNITY
We use technology to care for others.

RESPECT IN OUR WORLD
We act responsibly and respect others online.

SERVICE IN OUR ACTIONS
We use our skills to make a positive difference.

EXCELLENCE IN OUR LEARNING
We strive for excellence and never stop learning.

HOPE FOR THE FUTURE
We look forward with hope and trust in God.

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THE COMPUTING THINKER

Developing resilient, reflective and innovative learners through SOLO Taxonomy in Computing.

> "Be who God meant you to be and you will set the world on fire."
> St. Catherine of Siena

THROUGH SOLO TAXONOMY, CHILDREN BECOME...

REFLECTIVE
They reflect on their learning and think deeply about ideas.

RESILIENT
They persevere, overcome challenges and learn from mistakes.

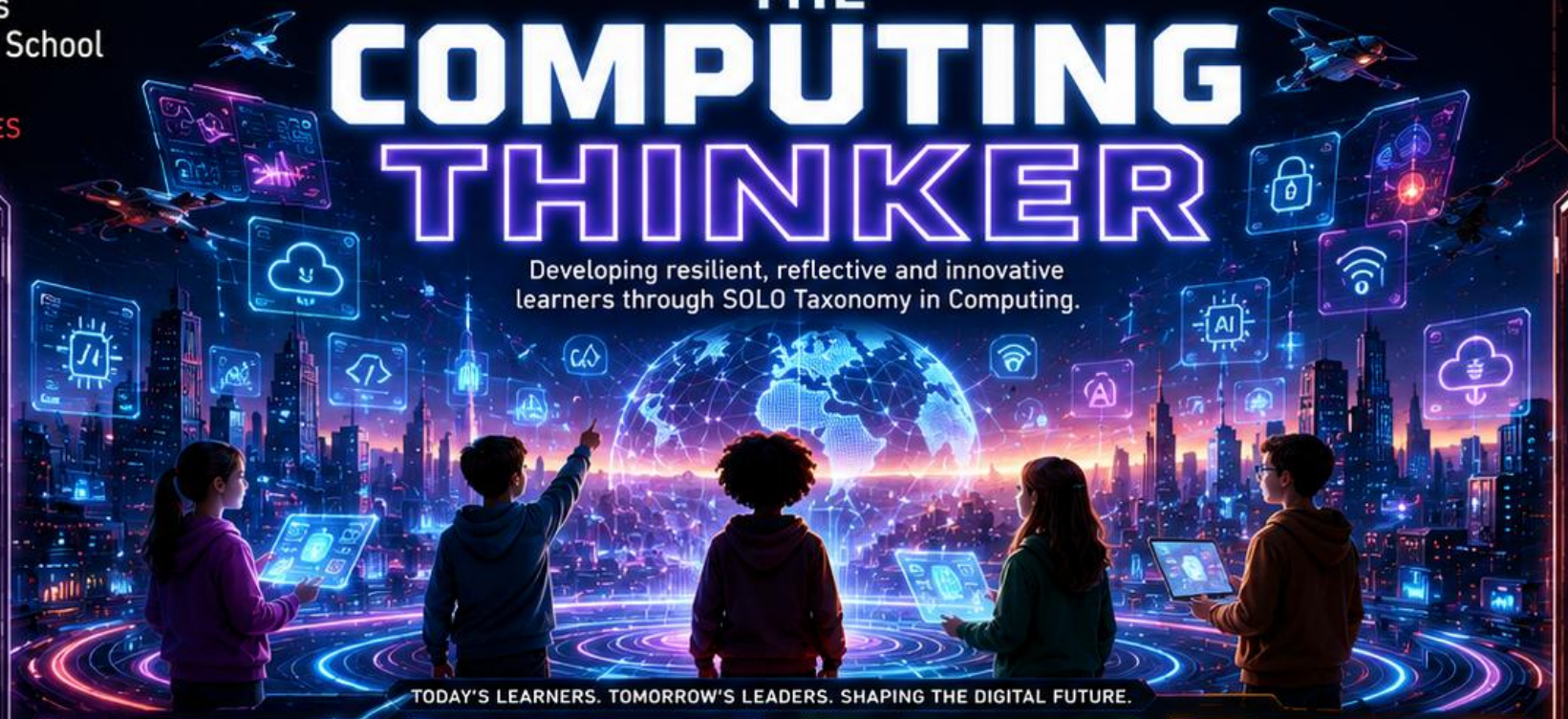
ARTICULATE
They express ideas clearly and reason confidently.

COLLABORATIVE
They work together, share ideas and build on others' thinking.

INNOVATIVE
They create original solutions and think creatively.

FUTURE READY
They are prepared to thrive in a digital world and shape the future.

> Equipping children with the knowledge, skills and values to live and lead in a digital world with hope and purpose.



TODAY'S LEARNERS. TOMORROW'S LEADERS. SHAPING THE DIGITAL FUTURE.

THE THINKING LEARNER

- Explains reasoning clearly and uses precise vocabulary.
- Reflects on learning and considers improvements.
- Connects ideas across Computing concepts.
- Applies understanding to new and unfamiliar situations.

THE DIGITAL PROBLEM SOLVER

- Debugs independently and perseveres.
- Evaluates solutions and makes improvements.
- Improves systems and optimises outcomes.
- Solves real-world problems using Computing.

THE INNOVATOR

- Creates original ideas and digital solutions.
- Communicates confidently and inspires others.
- Thinks creatively and takes calculated risks.
- Designs purposeful outcomes that make an impact.

THE RESPONSIBLE DIGITAL CITIZEN

- Stays safe online and protects personal data.
- Uses technology responsibly and ethically.
- Collaborates respectfully and includes others.
- Makes positive digital choices and looks after others.

WHAT THIS LOOKS LIKE IN SCHOOL

REASONING DISCUSSIONS
Children discuss ideas, ask questions and challenge thinking respectfully.

COLLABORATIVE CODING
Children work together to build, test and debug programs.

INDEPENDENT INVESTIGATIONS
Children explore, research and solve problems using their own ideas.

EVALUATING OUTCOMES
Children evaluate their work, reflect and make improvements.

DIGITAL INNOVATION PROJECTS
Children design and create innovative digital solutions for real audiences.

> Empowered learners today, innovative leaders tomorrow.

THE ST STEPHEN'S COMPUTING THINKER...

THINKS DEEPLY
They explore ideas, question, reflect and understand more deeply.

COMMUNICATES CONFIDENTLY
They explain ideas clearly using appropriate vocabulary and reasoning.

COLLABORATES RESPONSIBLY
They work well with others, share ideas and achieve more together.

SHAPES THE DIGITAL FUTURE
They use technology for good and create solutions that make a difference.

FAITH IN OURSELVES
We believe in our potential and God-given talents.

LOVE IN OUR COMMUNITY
We use technology to care for others and our world.

RESPECT IN OUR WORLD
We act responsibly and respect others online.

SERVICE IN OUR ACTIONS
We use our skills to make a positive difference.

EXCELLENCE IN OUR LEARNING
We strive for excellence and never stop learning.

HOPE FOR THE FUTURE
We look forward with hope and trust in God.

ST. STEPHEN'S
R.C. PRIMARY SCHOOL

INSPIRED BY GOSPEL VALUES

THE FUTURE DIGITAL THINKER

Empowering children to think deeply, innovate confidently and shape the digital world through Computing.

THROUGH SOLO TAXONOMY, CHILDREN BECOME...

REFLECTIVE
They think about their learning and make it better.

RESILIENT
They persevere, overcome challenges and keep going.

ARTICULATE
They express ideas clearly and listen to others.

COLLABORATIVE
They work together, value others and achieve more.

INNOVATIVE
They create new ideas and find better solutions.

FUTURE READY
They are prepared for the opportunities of tomorrow.

THINKING FOR THE FUTURE

CRITICAL THINKING
Question, analyse and evaluate to make informed decisions.

PROBLEM SOLVING
Break problems down and use effective strategies.

REASONING
Use evidence and logic to explain thinking and justify ideas.

INNOVATION
Imagine, create and improve for a better future.

FUTURE DIGITAL SKILLS

CODING | COMMUNICATION | DATA ANALYSIS

CYBER SECURITY | DIGITAL CREATION | AI UNDERSTANDING

Equipping children with the digital skills they need to thrive in a rapidly changing world.

FUTURE CAREERS

SOFTWARE ENGINEER
Designing and building the technology of tomorrow.

ROBOTICS DESIGNER
Creating intelligent machines that solve real problems.

GAME DEVELOPER
Designing immersive digital experiences.

DATA ANALYST
Turning data into insights that make a difference.

CYBER SECURITY SPECIALIST
Protecting information and building safer systems.

DIGITAL INNOVATOR
Using technology to improve lives and shape the future.

THE ST STEPHEN'S DIGITAL FUTURE

CONFIDENT COMMUNICATORS
They speak with clarity, listen with respect and share ideas boldly.

DEEP THINKERS
They analyse, question and make connections to deepen understanding.

CREATIVE PROBLEM SOLVERS
They approach challenges with curiosity and find innovative solutions.

RESPONSIBLE DIGITAL CITIZENS
They use technology safely, ethically and to make a positive impact.

FUTURE LEADERS
They lead with integrity, inspire others and shape a better digital world.

> "Technology is best when it brings people together."
> Matt Mullenweg

Through SOLO Taxonomy and Computing,
children do not simply learn about technology –
they learn to shape the future.

FAITH IN OURSELVES
We believe in our potential and God-given talents.

LOVE IN OUR COMMUNITY
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RESPECT IN OUR WORLD
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EXCELLENCE IN OUR LEARNING
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• EVERY CHILD • EVERY CHANCE • EVERY DAY •