



CAMBRIDGE  
OCR

# CAR Briefing

## Computing

July 2026



# Introductions

# Your Subject Advisors



**Vinay Thawait**

Computing qualifications



**Connor Toms**

Computing qualifications

**Please note: we do cover all qualifications as a team, so do feel free to reach out to any of us as needed!**

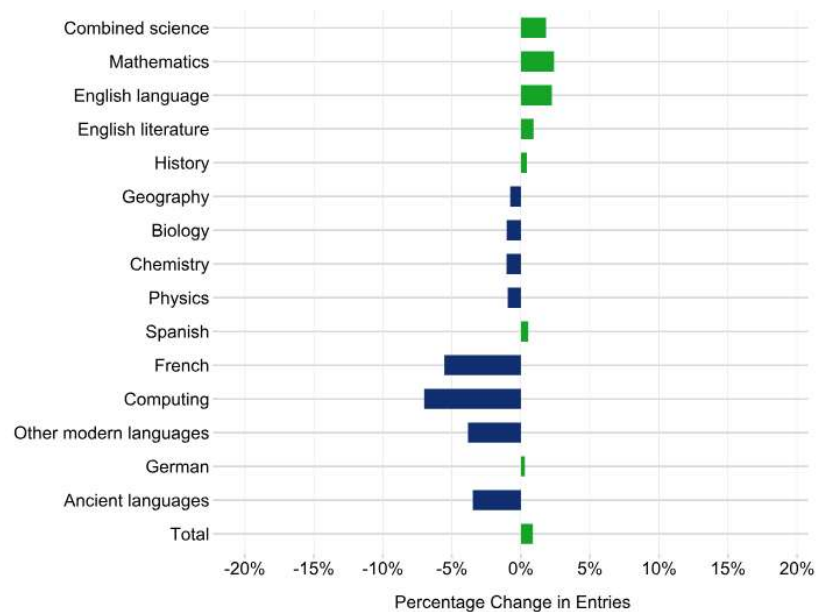
**Contact us: [support@ocr.org.uk](mailto:support@ocr.org.uk) | 01223 553 998**

# Introducing you

- Do you currently teach Computer Science?
- What exam board do you currently use?
- Do you have a digital skills strategy in your school?

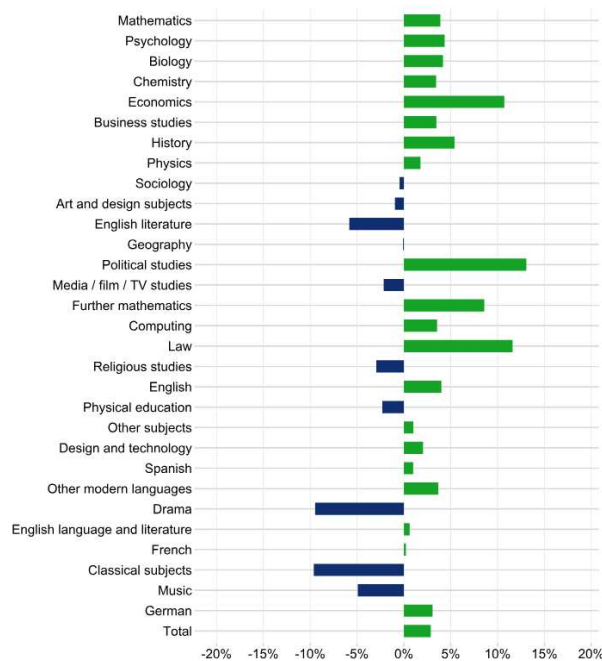
# The numbers

Subject	Summer 2021	Summer 2022	Summer 2023	Summer 2024	Summer 2025	Summer 2026
GCSE Computer Science	77,245	79135	88530	93980	89610	83330



# The numbers

Subject	Summer 2022	Summer 2023	Summer 2024	Summer 2025	Summer 2026
A level Computer Science	15,520	17,420	19,475	19,010	19,685



# CAR overview

# CAR outcomes

- Reduce overall exam time
- Subject-by-subject approach
- Curriculum gaps:
  - Social and media literacy
  - Climate change education
  - Financial literacy
  - Digital literacy (including use of AI).
- More focus on social diversity and on meeting SEND requirements
- Support for learners at Key Stage 3
- Technical Awards review
- Ebacc and Progress 8
- Post-16 V Levels and Level 2 certificates
- A Levels.

Curriculum and  
Assessment  
Review

## Building a world-class curriculum for all

Final Report

November 2025



UK Government

## Government response to the Curriculum and Assessment Review

November 2025

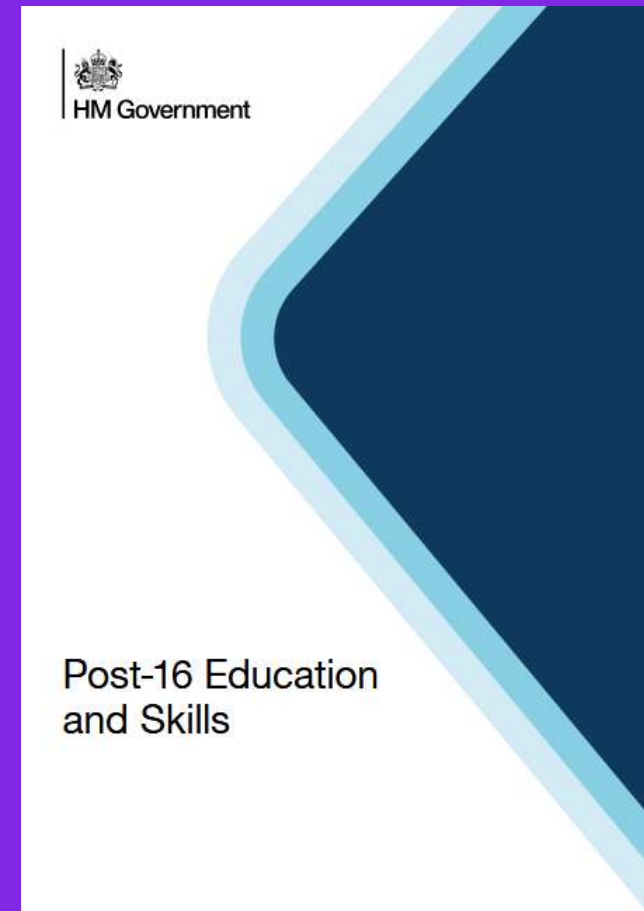
# Post-16 White Paper: Government vision for post-16 education and skills

- V Levels to sit alongside A Levels and T Levels at Level 3
- Foundation and occupational certificates at Level 2
- English and maths GCSEs at Level 1

## Plus much more including:

- Strengthening the role of schools in the transition to post-16 education
- Improving career advice and introducing 2 weeks' worth of work experience throughout secondary education
- Guaranteeing a reserved college place for all 16-year-olds
- Increasing support and outcomes for learners with SEND in post-16 provision
- Expanding Technical Excellence Colleges
- Strengthening the Higher Education sector including new participation targets
- Working with employers as part of a joined-up skills system.

[Digital systems and data subject content](#)



# CAR overview

## [Cambridge OCR's Curriculum and Assessment Review summary](#)

A handy summary of the review's main recommendations and the government's response.

## [Cambridge OCR's Curriculum and Assessment Review response](#)

“The thoughtful, targeted reforms in this review will be welcomed by a sector with limited capacity. But even laser-focused change will cost schools and colleges time and resources that are in short supply. With no slack in the system, schools will need support to properly implement changes. Otherwise this will be a wasted opportunity.”

Myles McGinley, Cambridge OCR's Managing Director

## [What does the Curriculum and Assessment Review mean for GQ Computer Science?](#)

Former Subject Advisor Ceredig Cattanach-Chell discusses what the Curriculum and Assessment Review means for GCSE and A Level Computer Science.

# CAR outcomes for Computer Science

# CAR outcomes for Computer Science

- Reduction of content at GCSE
- A drive to “...ensure pupils develop essential digital literacy whilst retaining important computer science content.”
- Updating the National KS3 and KS4 curriculum content
- Encourage a broader take up of computing

# CAR outcomes for Computer Science

- Teaching for all
- Mention of digital skills and digital literacy
- Exploration of digital skills across other curriculum subjects
- Statement to 'include AI where not already included'
- No direct mention of A level change
- Exploration of a new L3 qualification in Data Science and AI

# Reform timeline



# Discussion

# CAR outcomes for Computer Science

## **Proposal to replace GCSE Computer Science with GCSE Computing**

- Benefits?
- Concerns?
- Resourcing/training?
- What support needs will there be?
- Do we have the teachers to increase teaching capacity?
- What do you think?

# CAR outcomes for Computer Science

## Reduction of content at GCSE

- Is this realistic?
- What goes?
- What gets brought in?
- Will it all fit?
- Is this in tension with the desire to add digital skills/literacy and other 'computing topics' into the National Curriculum

# What we've already done

## What we've already done

- ✎ Written an update blog to summarise the CAR review changes
- ✎ Posted an initial feedback survey regarding curriculum content
- ✎ Continue to engage with DfE and Curriculum Drafting Team
- ✎ Attended Royal Society “Computing Upgrade Required” discussions
- ✎ Advocate from a teacher’s perspective, and engage with teachers
- ✎ Used Cambridge expertise to guide and influence discussions

Further support

# How can Cambridge OCR help to broaden participation in Computing??

Engagement

Consultation

Resources

Specifications

CPD

# Further support

- Sign up to our subject email updates: <http://www.ocr.org.uk/i-want-to/email-updates/>
- All teachers should have access to Teach Cambridge: <https://teachcambridge.org/>. Don't have access yet? Use this [link](#).
- Email: [computerscience@ocr.org.uk](mailto:computerscience@ocr.org.uk)
- Bluesky: [Cambridge OCR](#) | LinkedIn: [Cambridge OCR](#)
- Phone: 01223 553 998
- OCR Blog: <http://www.ocr.org.uk/blog/>
- Teacher Networks and Subject Briefings: <https://teach.ocr.org.uk/teacher-network-events>
- Other CPD opportunities: <https://www.ocr.org.uk/qualifications/professional-development/>

Questions?



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