IMPLEMENTATION EVIDENCE REPORT · OCTOBER 2026

Magma Maths

in UK schools

This report presents an analysis of how UK schools use Magma Maths, which describes itself as a maths teaching platform that enables pupils to show their mathematical thinking digitally and gives teachers a live view of pupil work, helping them identify misconceptions and adapt teaching in real time. Drawing on six months of usage data and a survey of teachers and leaders, it describes how the platform is used, how teachers benefit from using it, what teachers say makes it effective in the classroom, and what to check before implementing Magma Maths at your school.

ABOUT THIS REPORT

- Usage data: January to June 2026, supplied by Magma Maths and not verified by EdTech Impact
- Survey: 8 July to 22 September 2026, responses from 43 schools in England and 34 in Scotland (3.5% response rate). Some schools had more than one respondent.
- Survey data collected, and usage and survey data analysed, by EdTech Impact
- Paid for by Magma Maths

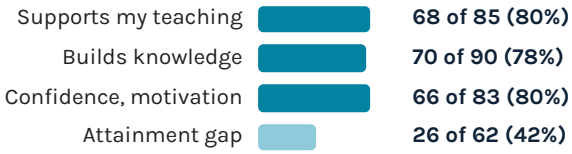
PRODUCT EVALUATED

Surveyed teachers use it in class *a few times a week* and value the live view of pupils' working

Based on 93 teachers and leaders from 77 schools who replied to the EdTech Impact survey: 68 classroom teachers, 13 maths leads, 7 senior leaders, 4 teaching assistants and one other role. 77 used it with primary pupils, 16 in lower secondary (Key Stage 3; S1 to S3) and 13 in upper secondary (Key Stage 4; S4 to S5).

SUMMARY OF SURVEY RESULTS

How teachers rated it

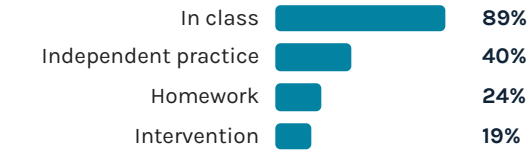


Share who said it helps (sometimes significantly or often), of those who gave a rating. Full breakdown in Figure 3.

On the attainment gap, 26 of the 62 who felt able to assess it reported a positive effect, and a further 27 said it was too early to tell.

Source: EdTech Impact teacher survey

Where and how they use it



Share of 93 respondents; more than one use could be chosen.

How often they use it



Share of 93 respondents.

Source: EdTech Impact teacher survey

How teachers use it

In class (89%), a few times a week (71%), for practice, recap and consolidation after teaching. Most respondents used it with primary pupils (77 of 93).

Benefits teachers named

Seeing every pupil's working live and acting on a shared misconception there and then: 32 of 72 comments, the most frequent theme in the survey. Also ready-made questions, being freed to work with a group, and setting different tasks without pupils knowing.

What helps it work in class

Reliable access to devices and Wi-Fi and quick sign-in; time for pupils to learn to show working on screen; using it after teaching; and teachers using the live view during the lesson rather than only reviewing work later.

Where teachers want improvements

Question quality is the most common request (15 of 58 final comments), though most who raised it still rated it well. A few teachers said it fits less well for Reception and Year 1 (P1 to P2) and for pupils with complex additional support needs.

How to read the colours in this report

Boxes are coloured by where the information comes from: teacher survey (EdTech Impact) company-supplied (Magma Maths statements and usage data) EdTech Impact recommendation. Each chart ends with a source line.

What this study can and can't tell you

It shows steady use across 450 UK schools from January to June 2026 (the schools in the analysed dataset, not Magma Maths' total UK customer base) and what a self-selected group of current users report. This implementation study did not measure pupil attainment. Separate attainment evidence is referenced in Section 7; readers should bear in mind that it comes from a different context (one district in the United States). Teachers who had stopped using Magma Maths were not in the contact list Magma Maths provided for the survey.

Steady use from January to June 2026, with *399 to 425 schools active every month*

Company-supplied Teacher survey

These figures represent the schools and users included in the analysed January to June 2026 dataset and should not be interpreted as Magma Maths' total UK customer or user base. They describe observed platform activity across the whole dataset; the survey findings in this report reflect the views of 93 practitioners.

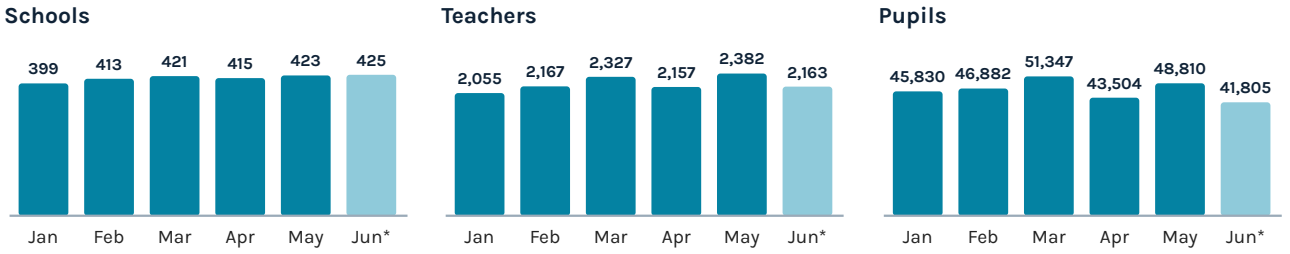
450
schools active in the period
399 to 425 in any one month

3,034
teachers set work on the platform
2,055 to 2,382 in any one month, across the 450 schools

68,206
pupils active at least once
41,805 to 51,347 in any one month; a typical pupil was active in 9 of 26 weeks

41.9m
answers recorded
6.0m in April to 9.1m in March; 92% to work set by a teacher, 8% independent practice

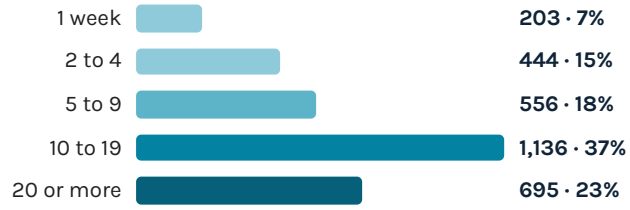
Figure 1. Schools, teachers and pupils active each month, January to June 2026



An active teacher set work that pupils answered that month; an active pupil or school recorded at least one answer. June is a part month (data to 23 June).

Source: Magma Maths usage data, company-supplied

Figure 2. Number of weeks in which each teacher set work



3,034 teachers. Half set work in at least 13 of the 26 weeks. The 26 weeks include the Easter and half-term holidays, so there were fewer teaching weeks than this.

Source: Magma Maths usage data, company-supplied

Why 450 schools but 77 in the survey

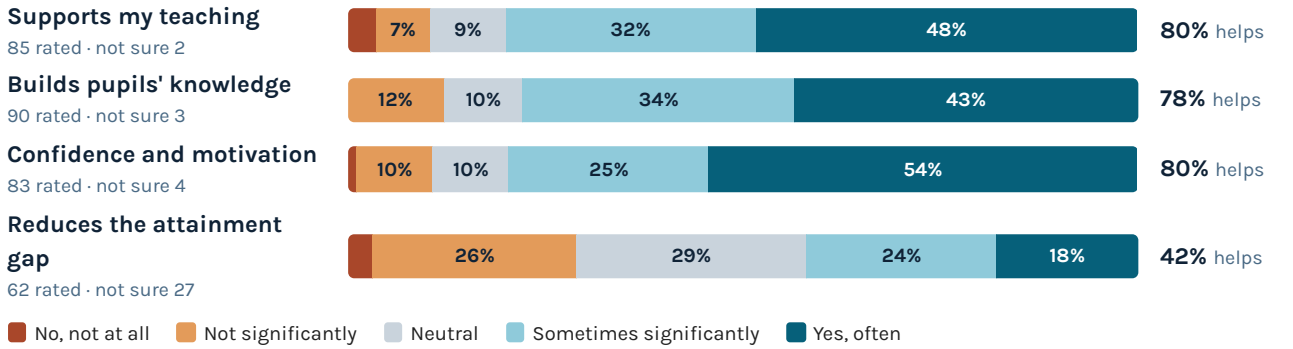
The usage data covers every UK school with an active user, based on Magma Maths' explanation of the data points shared. The survey covers a smaller group of users that Magma Maths provided as part of a contact list (2,634 users). 93 of the invited users replied to the survey, coming from 77 schools, 43 in England and 34 in Scotland. Most schools are represented by one or two respondents, and the school count was identified based on the contact list shared with EdTech Impact.

Usage data: Magma Maths platform records, 1 January to 23 June 2026, supplied by the company and analysed by EdTech Impact from the raw records. One record is one answer a pupil submitted: 92% were answers to work set by a teacher and 8% independent practice, which 37% of pupils used. The records show a second attempt at the same question as a separate answer. An active pupil or school has at least one recorded answer in the period; an active teacher had at least one answer to work they set. A school is a school identifier in Magma Maths' data (450 in the period), and is active when any of its pupils submitted an answer. Grades 3 to 6 account for 73% of answers, which appears to mean Years 3 to 6 (P4 to P7); grades are the class grade levels teachers set, and 7% of answers have none recorded.

Typical pupil: "Typical" means the median: half of pupils are above it and half below. A typical pupil recorded about 41 answers a week in the weeks they used it. Use varies widely between pupils: over the period a typical pupil recorded 329 answers, but a quarter recorded fewer than 100 and a quarter more than 889. A teacher counts as active in any week one of their classes used it, while each pupil is in one class, so the typical teacher was active in more weeks (13) than the typical pupil (9).

Four in five surveyed teachers found Magma Maths helpful, and the *live heatmap of pupils' answers* was the benefit they named most

Figure 3. How teachers rated Magma Maths



Percentages are of teachers who gave a rating; "not sure" shown separately. Segments under 6% not labelled. Among the 62 respondents who felt able to assess the impact on the attainment gap, 26 (42%) reported a positive effect; 18 were neutral, 18 reported little or no effect, a further 27 said it was too early to tell and 4 did not answer.

Source: EdTech Impact teacher survey

What happens in a lesson

Teacher survey · Company-supplied

Work is set by teachers
92% of pupils' answers were to work set by teachers, using ready-made assignments linked to published schemes and national tests, or the teacher's own selection.

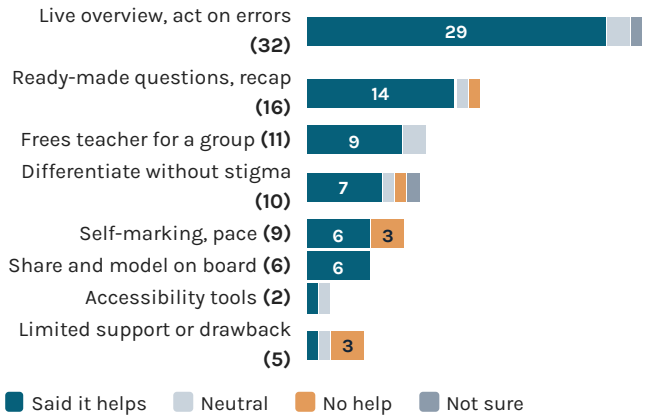
Pupils write out their working
Pupils answer on a tablet or laptop and write their working on screen, not just the final answer, so the teacher can see how they got there. Hints, read-aloud and a second attempt are built in.

Teachers monitor progress live
A live heatmap shows where pupils make the most mistakes. Teachers named it as a benefit more than anything else.

Errors are picked up in the lesson
Shared misconceptions are addressed during the lesson, and solutions shared with the class on the board.

> *"The live heatmap lets me see instantly whether a child is struggling, whether there is a common misconception, or whether a particular question is tricky for many.*
>
> **Classroom teacher** · used it more than a year

Figure 4. What it lets teachers do (72 comments)



A comment can carry more than one theme. Colour shows the commenting teacher's own rating of "supports my teaching".

Source: EdTech Impact teacher survey

Surveyed teachers described pupils as *less afraid to get it wrong*

Benefits to pupils that teachers noted

Teacher survey

78%

say it helps build pupils' knowledge

Teachers credited the live overview, immediate feedback, practice, hints, and showing working with visuals and manipulatives. A few who rated it lower said it consolidates and checks learning but does not build understanding on its own.

80%

say it improves confidence and motivation

54% said often, the strongest response. Teachers described pupils enjoying maths and eager to try (28 comments), and seeing their own success through instant feedback (17).

42%

of those who felt able to assess it reported a positive effect on the attainment gap

Among the 62 respondents who felt able to assess the impact on the attainment gap, 26 (42%) reported a positive effect. A further 27 respondents said it was too early to tell, highlighting that many practitioners did not yet feel they had enough evidence to make a judgement.

Teachers who said their view was based on assessment or test data were more likely to report a positive effect (19 of 36, compared with 6 of 22); this was self-reported and the underlying assessment data was not reviewed by EdTech Impact. This implementation study did not measure pupil attainment. Separate attainment evidence is referenced in Section 7.

> *Students are no longer afraid to try something new and get it wrong. They just have another shot.*
>
> **Head of maths** · used it 3 to 12 months

> *I can allocate work on an individual basis without stigma. If I use text books - the differenct levels are different colours, so other students know who is on the lower level and who is on the higher.*
>
> **Head of maths or subject lead** · used it 3 to 12 months

Which pupils benefit

Teachers most often named pupils with reading, writing or language barriers as benefiting (17 of 74 comments). Questions can be read aloud or translated, so these pupils can work at the same pace as their classmates. Pupils with SEND (ASN in Scotland) and pupils needing intervention were also named. Seven comments said lower-attaining pupils benefit less, five of them because the questions depend on reading and understanding the wording.

> *Those students with literacy difficulties can access it at same pace as those who can read questions*
>
> **Teaching assistant** · used it 3 to 12 months

What teachers say makes Magma Maths *effective in the classroom*

Teacher survey

Devices and connectivity

Some respondents highlighted reliable access to devices and Wi-Fi as important for their implementation. The survey did not systematically compare 1:1 and shared-device models.

Pupil routines

Pupils need time to learn to show their working on screen, not just type the final answer. Some teachers switch off the answer-reveal feature so pupils try before they look.

Lesson design

Best after teaching, for recap, consolidation, checking understanding and independent practice, alongside direct teaching and concrete and pictorial approaches.

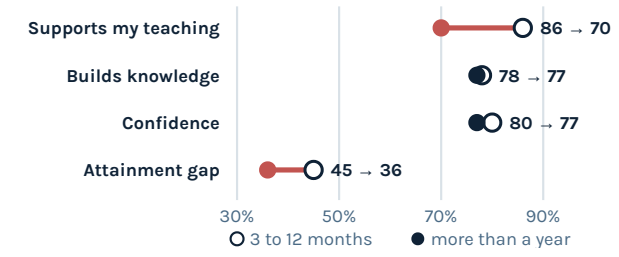
Using the live view

The benefit teachers named most often is the live overview, used during the lesson rather than only to review work later.

> *It is not a replacement for direct teaching or c/p/a approaches (but that's ok!).*
>
> **Classroom teacher** · used it more than a year

Use beyond the first year: an exploratory comparison

Figure 5. Share who said it helps, by how long they had used it



Rated respondents vary by measure: 56 and 27 for supports my teaching, 58 and 30 for knowledge, 55 and 26 for confidence, 40 and 22 for the attainment gap. The three under 3 months are excluded. Red marks a fall of more than 5 points.

Source: EdTech Impact teacher survey

48 of 56 teachers who had used it for 3 to 12 months said it supports their teaching, against 19 of 27 of those who had used it for more than a year. The longer-term group is small: four more "helps" answers among its 27 would close the gap. Ratings for building knowledge (45 of 58 against 23 of 30) and for confidence (44 of 55 against 20 of 26) were broadly similar, although fewer longer-term users said "often" on every measure, most clearly for teaching (9 of 27 against 31 of 56). Comments from longer-term users were no more critical. This study was not designed to explain the difference.

The usage data shared by Magma Maths covers January to June 2026, part of one school year, so it can't show whether use is sustained beyond a school year. Teachers who had stopped using Magma Maths were not in the contact list Magma Maths provided for the survey, which covered a specific group of current users.

What this study can't tell you yet

The survey did not ask about onboarding, training, time to embed, whole-school rollout or leadership involvement. These are not covered in this report, because Magma Maths wanted to learn about teachers who had already been using it for some time, rather than about onboarding, training and time to embed.

Where surveyed teachers see *room to improve*

These points come from a minority of teachers, most of whom otherwise rated it well. Requests and perceptions on this page are as teachers reported them. EdTech Impact has not checked whether the functions exist, are configurable or were simply not found by the respondent.

Teacher survey

PRODUCT AND CONTENT FEEDBACK

15
of 58 final comments

Question quality

10 of those 15 teachers still said it supports their teaching. They described unclear or ungrammatical wording, occasional wrong answers or mismatched images, and strict answer input, where a missing unit, pence against pounds or unread handwriting means a correct answer is marked wrong. Some said this knocks pupils' confidence and that reporting a faulty question takes too long.

WHAT TEACHERS ASKED FOR

Clearer wording, answer checking that accepts units and pence or pounds, and a quicker way to report a faulty question.

> *"The wording of questions are often bad and even when answered in a way that would be acceptable on a test, it is not accepted and makes their confidence knock*
>
> **Classroom teacher** · used it more than a year

> *"Students find it very frustrating when their correct answer is marked as wrong just because of a missing or incorrectly spelt unit E.g. metres*
>
> **Classroom teacher** · used it 3 to 12 months

2
of the 11 behaviour comments below

Hints and answer reveal

Some pupils use hints or the reveal instead of trying.

WHAT TEACHERS ASKED FOR

Teachers asked for random question order, a limit on reveals and a way to reset attempts.

CLASSROOM USE AND PUPIL BEHAVIOUR

These relate to how pupils use the tool in class, rather than to the product itself.

11
comments across all questions, including the 2 above

Pupil behaviours

Some pupils rush through attempts, guess, copy a neighbour or take less care than in their books. A few teachers said it can reduce mathematical discussion.

FIT FOR PARTICULAR PUPILS AND PHASES

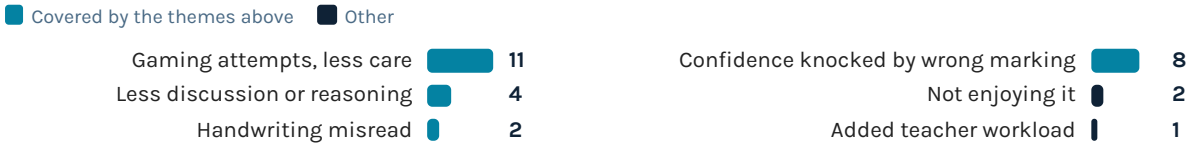
10
comments

Pupils and phases

The youngest, in Reception and Year 1 (P1 to P2), who need concrete resources, simpler wording and pictures (4); complex-needs SEND or ASN groups (3); older secondary pupils, pupils who struggle with comprehension, and lower attainers who missed a previous tool's game element (1 each). Six wanted more challenge for higher attainers.

> *"I have not noticed it improve it, if anything it makes less able pupils in primary 1 frustrated as they aren't able to progress.*
>
> **Classroom teacher** · used it 3 to 12 months

Figure 6. Negative effects teachers described (comments, across all questions)



The survey did not ask directly about negative effects, so these counts include only teachers who raised them unprompted and should be read as a minimum. As only current users responded, the survey does not capture the experiences of teachers who had stopped using Magma Maths. Complex-needs groups are separate from the pupils with additional needs in mainstream classes whom other teachers said it helped (page 5).

Implementing Magma Maths: *practical steps for a school, a trust or a local authority*

Single school implementation

Teacher survey · Company-supplied · EdTech Impact recommendation

Start with how teachers use it
Respondents mostly used it a few times a week, in class, for practice and consolidation after teaching.

Check the conditions first
Reliable access to devices and Wi-Fi, and time to teach pupils to show working on screen.

Watch the live view in a trial
Check that teachers actually use the live overview during lessons, as that is where teachers saw most of the benefit.

Check the questions
Have teachers check questions before setting them, note how often a correct answer is marked wrong, and check how errors are reported (page 9).

Measure the gap yourself
If closing the attainment gap is your reason for buying, run your own before-and-after check, and consider a pupil survey alongside teachers' views.

Expanding into more schools

Sign-in and rostering
Single sign-on with Google, Microsoft, MyLogin or Skolon; class lists sync daily through Wonde, or Magma Maths uploads them from CSV templates.

Hold the conditions in every school
The device and Wi-Fi conditions need to hold in every school, not only the first one.

Evidence for secondary schools
The survey sample was predominantly primary, so this study provides less evidence about secondary implementation. Schools and trusts that want more evidence on secondary use can ask Magma Maths.

Monitor sustained use beyond the first year
Check whether teachers still find it valuable after the first year (page 6). Magma Maths reports that it holds additional material on use at trust level over more than one school year, available from Magma Maths on request. EdTech Impact has not reviewed it for the purpose of this report.

Ask about rollout support
Training, leadership support and rollout approach aren't covered here; ask Magma Maths what support comes with a multi-school rollout.

Open questions for future evaluation

- What factors influence sustained use beyond the first year?
- Which rollout and training approaches go with sustained use?
- Does the benefit teachers describe show up in pupils' attainment?
- This study cannot answer these; a trust pilot with a comparison group and implementation questions could.

What to check *before you sign*

From Magma Maths' public UK documents, read 17 September 2026, and documentation Magma Maths supplied to EdTech Impact in October 2026, which is available from Magma Maths on request, and not verified by EdTech Impact. Schools remain responsible for their own data protection impact assessment (DPIA).

Sign-in and rostering	**Sign-in:** pupils and staff use their school Google, Microsoft, MyLogin or Skolon account (single sign-on), or a username and password; pupils can also sign in with a QR code. **Class lists:** sync daily from the school's MIS through Wonde, so enrolment changes appear without manual uploads; schools that do not use Wonde send class lists on Magma Maths' CSV templates, which Magma Maths uploads.
Devices	Web browser and apps for iOS, Android and Windows.
LMS integration	Connects to a school's systems through sign-in and class lists (see above). Teachers can share an assignment with pupils as a link, which can be posted in Google Classroom.
Offline use	Not available: Magma Maths needs an internet connection to load assignments and send work to the teacher.
WCAG accessibility level	Self-assessed against WCAG 2.2 Level AA (Accessibility Conformance Report, September 2026): all applicable criteria rated Supports except two rated Partially Supports (1.3.2 Meaningful Sequence; 1.4.11 Non-text Contrast). None rated Does Not Support.
Data and storage	Name, school, login, class and year (email for teachers only). The school is controller; Radish Education UK Ltd (trading as Magma Maths) is processor; Radish AB is its Swedish parent company. Stored in the EU on AWS.
Third parties	AWS (hosting); Google (AI inference); Wonde and sign-in providers where used.
AI features	Reads working, marks answers, summarises common errors, and gives pupils a hint after a first wrong answer (Lava).
Accessibility	Read-aloud and translation into 140 languages (company-stated).
Safeguarding	No pupil-to-pupil chat; work shown to the class is anonymised by default.

Company-supplied EdTech Impact recommendation

Questions for your DPIA	What Magma Maths states (October 2026)
What pupil data, including handwritten working, goes to Google, and whether it is retained or used to train models.	Google (Gemini) is the only AI provider, processing in the EU. Answers and working are sent with names, usernames, email addresses, school names and account identifiers removed. Text pupils type in answers is sent as written. Images of handwriting are not sent; uploaded photos and voice recordings are. Google does not retain the data; Magma Maths keeps AI request records for up to 90 days. Model training is contractually prohibited.
The retention period for pupil data and what happens at contract end.	Pupil and staff data, and backups, deleted within 30 days of contract end or account removal; logs and AI records within 90 days. The school chooses whether its data is returned, deleted or both.
The position on the DfE AI safety standards, and whether schools can switch Lava off.	Position on the DfE Generative AI product safety standards (January 2026) set out in section 15 of its data processing agreement. Teachers can switch Lava off per assignment (off by default for EYFS and Key Stage 1); a school or trust can switch off all AI features.
How incorrect marking and hints are reported and corrected.	Teachers click the report icon next to the question, describe the issue in plain language (for example, a spelling mistake in a word) and click send.

Further evidence on attainment *(company-commissioned, not evaluated by EdTech Impact)*

ESSA Level II study, United States, 2024 to 2025

Commissioned by Magma Maths (ERIC ED678117). Matched 843 users with 843 non-users in grades 4 to 8 in one Ohio district, and reports that users in grades 4 and 5 scored higher on the i-Ready Mathematics assessment. It concerns US schools and grades.

Magma Maths' *response to the report*

Printed unedited, with the date received.

We welcome the findings of this report and the independent perspective provided by EdTech Impact.

The report reinforces what we believe is at the heart of Magma Maths: helping teachers see pupils' mathematical thinking in real time, identify misconceptions and adapt teaching during the lesson. We are particularly encouraged by the findings on teacher support, pupil confidence and motivation, and the sustained level of classroom usage shown in the analysed dataset.

The usage data provides a particularly strong picture of sustained classroom adoption, covering 450 schools, more than 68,000 active pupils, over 3,000 teachers setting work and almost 42 million recorded answers during the analysed period. These figures represent the January to June 2026 dataset and should not be interpreted as Magma Maths' total UK customer or user base.

We would also note the timing of the teacher survey. It opened on 8 July, immediately around the end of the school year and the start of the summer holiday period across the UK. This was an unfortunate window for reaching busy school practitioners and may have contributed to the relatively low response rate. We therefore see the survey findings as valuable directional evidence from current users, alongside the much broader behavioural usage dataset analysed in the report.

We are particularly encouraged by the way teachers describe using Magma in practice: seeing pupil thinking live, identifying shared misconceptions, differentiating work and intervening during the lesson. These findings strongly align with the purpose of the product as a teaching tool rather than simply a practice platform.

We also recognise the areas for improvement identified by respondents. Feedback relating to question quality, answer acceptance, pupil behaviour and classroom implementation is valuable to our product and content teams and will continue to inform our development priorities.

A number of points in the report are important to put in context:

- The teacher survey was predominantly based on primary practitioners, so the report provides stronger evidence on primary implementation than on secondary use.
- This was an implementation study and did not measure pupil attainment directly. Separate attainment evidence is available through Magma Maths' ESSA Level II study, referenced in Section 7.
- Some product-related comments in the report are teacher-reported requests or perceptions and were not independently assessed by EdTech Impact as confirmed feature gaps.
- On the attainment gap, among the 62 respondents who felt able to assess the impact, 26 reported a positive effect, while a further 27 respondents said it was too early to tell.

We are encouraged that the report shows sustained classroom use and that teachers most frequently identify live visibility of pupil thinking and immediate intervention as key benefits.

We will continue to work with schools to improve the product, strengthen the evidence base and better understand how different implementation approaches support sustained use and pupil outcomes over time.

Magma Maths, received 23 October 2026

APPENDIX · EVIDENCE AND METHOD

Data, methods and *full results*

This appendix sets out where each finding in the report comes from and how it was calculated. A1 traces every headline finding to its source; A2 summarises the results by group; A3 gives the method in brief and the limitations; A4 to A11 contain the full data analysis.

A1	Finding trail: where each headline finding comes from
A2	Results summary: ratings in full, by group and across the questions
A3	Method in brief and limitations
A4 to A11	Data analysis: sources, instrument, cleaning, calculations, open-text coding, full tables, usage data and reproducibility

A1 · Finding trail: where each headline finding comes from

#	Finding	Source	Who it covers	Period	What to bear in mind
1	**450 UK schools, 3,034 teachers who set work and 68,206 pupils active; 399 to 425 schools active each month**	Magma Maths platform event export	UK schools with at least one recorded answer	1 Jan to 23 Jun 2026	Company-supplied. Schools as identified in Magma Maths' data (company event schema). Monthly counts are a range; the same schools need not be active every month. June is a part month. Covers the analysed January to June 2026 dataset, not Magma Maths' total UK customer or user base.
2	**41.9 million answers, 92% to work set by a teacher; a typical pupil recorded about 41 a week in active weeks and 329 over the period**	As above	68,206 active pupils	As above	One record is one answer; a second attempt at the same question is a separate answer. Teacher-set work and independent practice are told apart by event type in the company's schema (38.7m and 3.2m). Typical = median. Use varies widely: a quarter of pupils recorded fewer than 100 answers and a quarter more than 889; the mean (614) is raised by heavy users.
3	**Half of teachers set work in at least 13 of the 26 weeks (23% in 20 or more; 7% in one); a typical pupil in 9 (half between 4 and 16)**	As above	3,034 teachers; 68,206 pupils	26 calendar weeks	Teacher active = at least one answer to work they set that week. Counting any record, including pupils' own practice, gives 3,442 teachers and a median of 14. Weeks include school holidays. Measures return, not time spent.
4	**Grades 3 to 6 account for 73% of answers**	As above	All records	As above	Grades are the class grade levels teachers set in Magma Maths; 7% of answers have none recorded.
5	**80% say it supports their teaching, 78% builds knowledge, 80% confidence; 26 of 62 (42%) on the attainment gap, with 27 more saying it was too early to tell**	EdTech Impact survey, four standard measures	Rated respondents: 85, 90, 83 and 62 of 93	8 Jul to 22 Sep 2026	3.5% of 2,634 invited; self-selected current users, mostly primary. "Not sure" excluded (2, 3, 4, 27).
6	**93 respondents from 77 schools: 43 in England, 34 in Scotland**	Respondents' email addresses matched to the contact list, which records each contact's school	93 respondents	As above	Matching done in the analysis files; only counts are reported.
7	**Live view and acting on misconceptions named in 32 of 72 comments**	Survey open text (what it lets you do)	72 usable comments	As above	Coded by one analyst, not independently checked; a comment can carry more than one theme.
8	**48 of 56 (3 to 12 months) against 19 of 27 (more than a year) on supports my teaching**	Survey cross-tab by length of use	56 and 27 rated respondents	As above	Four more "helps" answers among the 27 would close the gap. No meaningful difference on knowledge or confidence; fewer said "often" on every measure. Teachers who had stopped using it were not in the contact list.
9	**Question quality 15 of 58 final comments; 10 of the 15 say it supports their teaching**	Survey open text (anything else)	58 usable comments	As above	Coded by one analyst. Counts are of comments, not respondents.
10	**Negative effects (11, 8, 4, 2, 2, 1 comments)**	Open text across all five questions	All comments	As above	No direct harm question; counts reflect only negative effects raised unprompted. The survey covered current users and does not capture teachers who had stopped using Magma Maths.
11	**Technical, data and AI statements**	Magma Maths public UK documents and documentation supplied to EdTech Impact	Not applicable	Read 17 Sep 2026; supplied Oct 2026	Company statements, not verified. Schools remain responsible for their own DPIA.
12	**ESSA Level II study**	Company-commissioned	One US district	2024 to 2025	Listed for reference; not evaluated by EdTech Impact.

A2 · Results summary: ratings in full, by group and across the questions

Counts of teachers on each measure (93 respondents)

Measure	No / not significantly	Neutral	Sometimes	Yes, often	Not sure	Blank
Supports my teaching	9	8	27	41	2	6
Builds pupils' knowledge	11	9	31	39	3	0
Confidence and motivation	9	8	21	45	4	6
Reduces the attainment gap	18	18	15	11	27	4

Share who said it helps, by respondent group

Group	Knowledge	Teaching	Attainment gap	Confidence
Classroom teacher	82%	76%	43%	78%
Head of maths or subject lead	77%	85%	50%	85%
Primary only	79%	79%	43%	79%
Secondary or post-16 only	69%	85%	n = 7	92%
3 to 12 months	78%	86%	45%	80%
More than a year	77%	70%	36%	77%
A few times a week	83%	89%	48%	83%
About once a week	76%	80%	40%	81%
All respondents	78%	80%	42%	80%

Groups with fewer than 10 rated respondents show the count only. Not shown: senior leaders, teaching assistants, other roles, both or other phases, less than 3 months, less often than weekly. The attainment gap was rated lowest in every group; most groups sit within about 10 points of each other. Secondary-only respondents (13 rated): 92% on confidence against 79% for primary only, and 69% on knowledge against 79%.

Figure 7. On how many of the four measures each teacher said it helps



57 teachers who rated all four measures.

Reading across the questions

Of 57 teachers who rated all four, 37 said it helps on three or four and 8 on none. The attainment gap was most often the one missing: 12 of the 15 who said it helps on three did not say so on the gap. Of the 27 unsure about the gap, 25 said it helps build knowledge. Teachers who cited assessment data were more likely to say it helps close the gap (19 of 36) than those who did not (6 of 22); the data itself was not seen. Development points came mostly from positive respondents: 10 of 15 raising question quality and all 6 asking for more challenge said it supports their teaching.

A3 · Method in brief and limitations

Survey

The survey ran from 8 July to 22 September 2026 and was sent to 2,634 contacts supplied by Magma Maths. 93 usable responses came from verified school practitioners, a response rate of 3.5% (seven marked in progress were kept because they had answered the context questions and at least one rating; two EdTech Impact staff test entries were removed). Teachers rated four standard EdTech Impact measures on a six-option scale. "Helps" means Sometimes significantly or Yes, often, and percentages exclude "not sure".

Open comments were coded by one analyst and not independently checked; a comment can carry more than one theme, and quotes are unedited. Groups with fewer than 10 rated respondents are not reported separately. No significance tests are used: respondents are volunteers rather than a random sample, the scale is ordinal and the groups are small.

Usage data

Magma Maths platform event records, 1 January to 23 June 2026, supplied by the company and analysed by EdTech Impact (A10). The period precedes the survey and the records cannot be linked to survey respondents.

Limitations

- The findings reflect what teachers report. The study did not measure pupil outcomes, and the assessment data some teachers referred to was not seen.
- The contact list Magma Maths provided for the survey covered a specific group of current users, so the experience of teachers who had stopped using Magma Maths is not represented.
- Most respondents use it with primary pupils (77 of 93, 75 of them primary only), so the survey says more about primary use than secondary.
- The usage data was supplied by Magma Maths and covers January to June 2026, the months before the survey.
- The rating scale runs from "no help" to "often", with no option for harm; negative effects come from teachers' comments.

About EdTech Impact

EdTech Impact is an independent evidence platform for schools. Companies pay for the report and can ask for topics to be included or left out. EdTech Impact's research team decides the final methodology and controls the analysis and findings, and the company can share its feedback in its response (page 10).

Accompanies the Magma Maths implementation evidence report. 93 survey responses analysed from the export of 23 September 2026, and Magma Maths platform event data for 1 January to 23 June 2026.

This appendix accompanies the main report and describes how the figures in it were produced.

A4. Data sources

Item	Detail
Survey export	CSV file exported from EdTech Impact's survey platform on 23 September 2026 (magma-math-survey-answers-2026-09-23T13-14-46.csv). 95 rows, 22 columns: respondent name, email, status, three timestamp columns (started, completed, submitted) and 16 question columns.
Rows analysed	93 survey records, including seven marked in progress by the survey platform (see A6).
Contact list size	2,634 contacts, supplied by Magma Maths through EdTech Impact. Response rate: 93 of 2,634 (3.5%).
Survey dates	First response started 8 July 2026; last response submitted 22 September 2026 (platform timestamps).
Instrument	Magma Maths (Teacher Survey), EdTech Impact instrument document (undated, version in project files). The document describes the metric items as star ratings; the platform fielded them on EdTech Impact's six-option verbal scale, and this analysis uses the scale as fielded.
Logic model	Magma Maths logic model, received and used to check the claim each survey item carries (A5).
Company-supplied material	Platform event data (all-events.ndjson.gz, 2.62 GB compressed, common schema version 1.1), received September 2026: 41,891,269 records from 1 January to 23 June 2026. See A10.

A5. Instrument summary

Question ids follow the instrument document. The export labelled the same questions Q1 to Q16; the column map that links the two is in the replication guide. The report presents the metrics in the order of its summary cards: teaching (B3), knowledge (B1), confidence and motivation (B4), attainment gap (B2).

Id	Export label	Wording	Type	Required	Claim carried
A1	Q1	What is your main role?	Single select	Required	Context
A2	Q2	Which phase or year group did you use Magma Maths with?	Multi-select	Required	Context
A2g	derived	Phase group, derived from A2 (see A6)	Single, derived	n/a	Context, for cross-tabs
A3	Q3	How long have you been using Magma Maths?	Single select	Required	Context
A4	Q4	How often do you use it with students?	Single select	Required	Context
A5	Q5	How do you mainly use it?	Multi-select	Required	Context
B1a	Q6	Does Magma Maths help to build student knowledge?	Metric, six-option scale	Required	Builds mathematical knowledge
B1b	Q7	What is your view on Builds student knowledge based on?	Multi-select	Optional	Evidence basis for B1a
B1c	Q8	Which feature or activity do you think contributed most to building students' understanding? Can you give a concrete example?	Open text	Optional	Mechanism behind B1a

Id	Export label	Wording	Type	Required	Claim carried
B2a	Q9	Does Magma Maths help to reduce the attainment gap?	Metric, six-option scale	Required	Pupils who are behind catch up
B2b	Q10	What is your view on Reduces the attainment gap based on?	Multi-select	Optional	Evidence basis for B2a
B2c	Q11	Which students, in your opinion, benefited most? What do you think made the difference? An example helps.	Open text	Optional	Who benefits
B3a	Q12	Does Magma Maths support your teaching?	Metric, six-option scale	Required	Enables teaching not possible before
B3b	Q13	What does it let you do in your classroom, is there anything you can do now that you couldn't before? Please give an example.	Open text	Optional	Mechanism behind B3a
B4a	Q14	Does Magma Maths improve student confidence and motivation?	Metric, six-option scale	Optional	Pupil confidence and motivation
B4b	Q15	Can you give an example of how Magma Maths has improved student confidence or motivation?	Open text	Optional	Examples for B4a
C1	Q16	Is there anything else about how Magma Maths works in your classroom, including where it doesn't work, or students it doesn't suit?	Open text	Optional	Fit, limitations, development points

Claims not carried by any item: attainment (the metric Improves attainment was not selected), curriculum coverage (excluded at the company's request), and teacher workload. Every item is answered by teachers and leaders; pupils' confidence and motivation (B4a) is the teacher's assessment, and no question was put to pupils themselves.

A6. Data cleaning

Steps taken, in order:

- Email domains were counted for the clustering check in A7 (domains were not stored in the analysis files). The respondent name and email columns were then dropped before analysis.
- Two rows from EdTech Impact staff accounts (edtechimpact.com addresses) were removed as test entries. Both were marked in progress by the platform. 95 minus 2 gives 93 rows analysed.
- No row had every question column blank, so none was removed for that reason.
- Seven of the 93 rows were marked in progress by the platform. All seven had answered the context questions and B1a; they were kept. All blanks on the ratings B2a (4), B3a (6) and B4a (6) come from these rows.
- No rows contained a test marker. The analysis script's default filter dropped any row containing the text test regardless of case, which matched the option label Assessment or test data and would have removed 62 real rows; it was switched off before the analysis was run.
- In the two multi-select context questions, free text entered under Other was separated from the option list before counting: A2 (two entries: a Scottish secondary S1 to S6; secondary additional support needs pupils) and A5 (five entries: starter; revision; to check understanding; assessment; in class, homework and intervention). The option Other (please specify) was kept as a selected option; the free text is recorded here and not counted as a separate option.
- A derived single-select variable A2g, Phase group, was created from A2 for cross-tabs: Primary only (Primary selected and no secondary or post-16 option); Secondary or post-16 only (any of KS3, KS4, Sixth Form, Other post-16, and not Primary); Both primary and secondary; Other (only Other selected).

- No duplicates were removed: no email address appeared twice and no evidence of duplicate submission was found.

Not done: no imputation of missing answers, no weighting, no exclusion of any respondent for their answers, no correction of open-text spelling.

A7. How each figure was calculated

The scale

Each metric item offered six options in this order: No, not at all; Not significantly; Neutral; Sometimes significantly; Yes, often; Not sure or too early to tell. The first five form an ordinal scale and are never treated as numbers: no means, no scores, no differences between means.

Reported help and reported no help

- Reported help = Sometimes significantly + Yes, often, as a share of respondents who gave one of the five scale ratings.
- Reported no help = No, not at all + Not significantly, as a share of the same denominator.
- The Yes, often share on its own is reported where informative.
- Not sure or too early to tell is removed from the denominator, counted, and stated next to the rated n in every chart caption and sentence. Blank answers are counted separately again.

Denominators and rounding

- Context questions: percentages of the 93 respondents (all answered; the questions were required).
- Follow-up multi-select questions (B1b, B2b): percentages of respondents who answered that question; totals exceed 100.
- Metric items: percentages of rated respondents.
- Open text: theme counts are of usable comments to that question, never of respondents.
- Report: whole-number percentages. This appendix: one decimal place. Counts are always given with the percentage.

Cross-tabs and suppression

Reported-help share was computed within each group of four context variables: A1 main role, A2g phase group, A3 length of use, A4 frequency of use. A group is shown only if at least 10 respondents in it gave a rating. Suppressed groups are named in the chart footnote and shown as n < 10 in A9. Differences between groups are described, not tested and not explained.

Cross-question analyses (summarised in A2)

- Each metric answer was first grouped into four classes: reported help (Sometimes significantly, Yes, often), Neutral, reported no help (No, not at all, Not significantly), and not sure. Blanks were excluded from each analysis.
- Respondent profile: for the 57 respondents with a scale rating on all four metrics, the number of metrics on which they reported help (0 to 4).
- Cross-metric matrices: counts of respondents by class on B1a against class on B2a (n = 89 with an answer on both) and B1a against B3a (n = 87).

- Evidence basis: reported-help share on B1a and B2a for respondents who selected Assessment or test data in the follow-up (B1b, B2b) against those who answered the follow-up without selecting it. Respondents who skipped the follow-up are excluded (none for B1b, 11 for B2b).
- Themes by rating: each open-text theme count split by the commenting respondent's class on the related metric (B1c by B1a, B3b by B3a, B4b by B4a, C1 by B3a, B2c by B2a). Counts are of comments.
- Group heatmap: the same reported-help shares as the cross-tabs in A9, arranged as one grid, same suppression rule.

Usage data (report Figures 1 and 2)

The company's platform event data is analysed separately from the survey and is never combined with it. An active pupil is one with at least one recorded answer in the calendar month, and a school is active if any of its pupils is. An active teacher is one whose pupils answered work that teacher set (student_solution_received) in the month; pupils' independent practice is not counted for teachers. Definitions, processing and the full tables are in A10.

Why counts and shares only, and no tests

No significance test, confidence interval or correlation coefficient is reported. A significance test estimates how likely a pattern this large would be in a random sample from a defined population if there were no pattern in that population. These respondents were invited by the company from its own contact list and chose to reply, so there is no defined population and no random draw; and several came from the same school (93 respondents from 77 schools), so responses are not independent, which every standard test assumes. The rating scale is ordinal and mixes intensity with frequency, so a mean, a correlation or a t-test would treat as equal intervals steps that are not. The groups shown range from 10 to 73 rated respondents. A p-value would describe a design this study does not have. The report describes what these respondents said, with every count and its base.

Response rate and clustering

Response rate = rows analysed divided by the contact list size supplied by the company. 93 of 2,634 contacts, 3.5%.

The export carries no school field, so schools were identified in two steps. As a check, email domains were counted before the email column was dropped: 40 of 93 respondents wrote from Scotland's national Glow education platform, whose addresses do not identify the school; the other 53 came from 29 school or trust domains and one personal address. Several of the domains are multi-academy trusts or federations rather than single schools. The largest identifiable domain had five responses. A check against the contact list, which records each contact's school, matched respondents to their schools: 34 schools in Scotland (the 40 Glow respondents) and 43 in England, 77 schools in all. The usage data cannot be used to identify respondents' schools, because survey responses were not linked to platform accounts.

A8. Open-text analysis

One analyst read every comment to each of the five open questions, with the respondent's role, length of use and ratings visible. Themes were formed inductively while reading and then counted; a comment could carry more than one theme. Comments that were blank, meaningless, or referred only to an earlier answer were counted as not usable. Quotes are verbatim, not trimmed, and were checked for identifying details. The coding was not independently checked. Row references are in the coding file supplied with this appendix (coding/codes.py).

Question	Answered	Usable	Themes (count of comments)
B1c Feature or activity that contributed most	76	76	live overview, sharing work 14; instant feedback, retry 14; hints and assistant 13; practice, consolidation 14; showing working, visuals, manipulatives 13; fluency to problem solving 7; curriculum-linked, tailored tasks 9; accessibility features 5; digital format, quizzes 4; does not build understanding 5
B3b What it lets teachers do	74	72	live overview, act on errors 32; ready-made questions, recap 16; frees teacher for a group 11; differentiate without stigma 10; self-marking, pace 9; share and model on board 6; accessibility tools 2; limited support or drawback 5

Question	Answered	Usable	Themes (count of comments)
B2c Which pupils benefited most	74	74	all pupils 14; reading, writing or language barriers, EAL 17; higher-attaining pupils 14; pupils who lack confidence 11; pupils on the cusp 9; SEND, ASN or needing intervention 9; independent learners 4; lower-attaining benefited less 7; hard to say or no evidence 2; no group named 6
B4b Examples of confidence and motivation	70	67	enjoyment, eagerness 28; independence 12; seeing success, feedback 17; less afraid of mistakes, privacy 11; attempt more questions 5; limited or unhelpful effect 8
C1 Anything else, including where it does not work	62	58	question quality 15; positive only 9; pupil behaviours (rushing, copying) 8; fit by phase or pupil group 10; challenge for higher attainers 6; place in the lesson 5; devices, wifi, log-in 5; game elements, enjoyment 4; more questions of one type 3; finding, embedding content 2; feedback and display tools 2

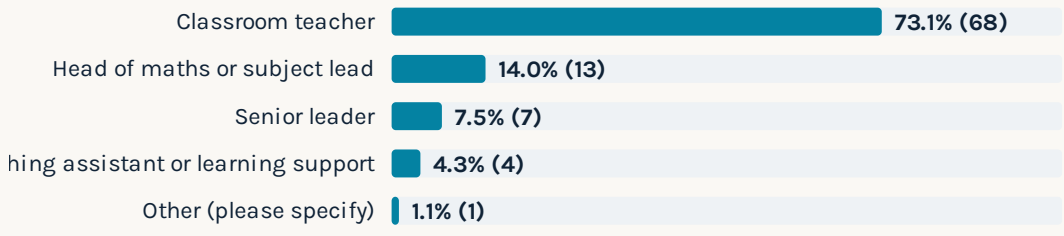
Negative effects were compiled across all five questions, since the instrument had no dedicated harm question: less careful work, guessing, gaming attempts, hints or reveal, copying 11; confidence or motivation knocked by wrong marking, unclear wording or not being able to progress 8; less discussion or reasoning 4; some pupils not enjoying it 2; handwriting or input not read correctly 2; teacher workload from errors 1.

A9. Full tables

Rows analysed: 93. Percentages are of respondents who answered each question (one decimal place). Metric percentages are of respondents who gave a rating; not-sure and blank counts are shown separately.

Table 1. A1 Main role

Option	n	% of answered
Classroom teacher	68	73.1
Head of maths or subject lead	13	14.0
Senior leader	7	7.5
Teaching assistant or learning support	4	4.3
Other (please specify)	1	1.1
Answered	93	100.0
Blank	0	

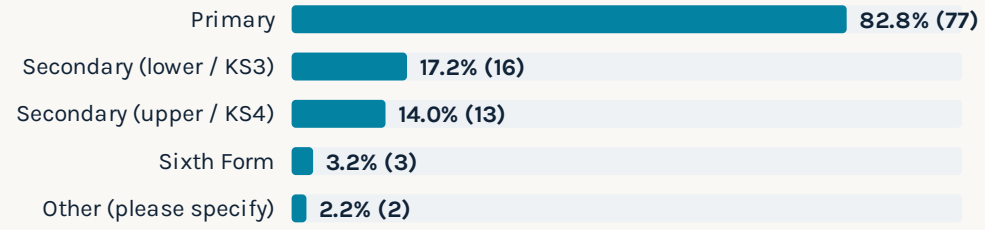


Share of the 93 respondents who answered.

Table 2. A2 Phase or year group used with (select all that apply)

Option	n	% of answered
Primary	77	82.8

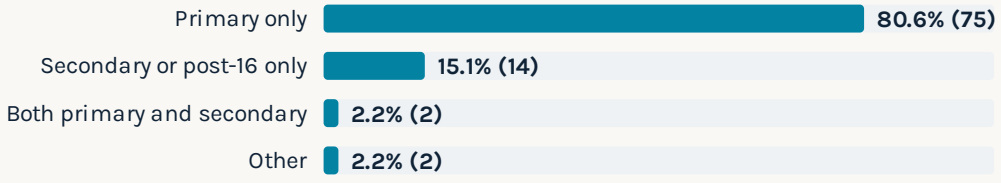
Option	n	% of answered
Secondary (lower / KS3)	16	17.2
Secondary (upper / KS4)	13	14.0
Sixth Form	3	3.2
Other (please specify)	2	2.2
Answered	93	(multi-select: totals exceed 100)
Blank	0	



Share of the 93 respondents who answered. More than one option could be chosen.

Table 3. A2g Phase group

Option	n	% of answered
Primary only	75	80.6
Secondary or post-16 only	14	15.1
Both primary and secondary	2	2.2
Other	2	2.2
Answered	93	100.0
Blank	0	

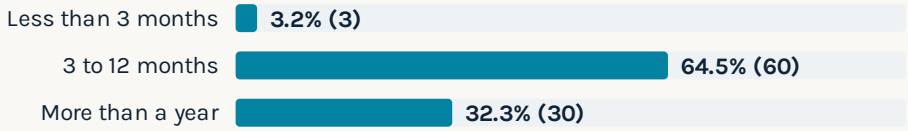


Share of the 93 respondents who answered.

Table 4. A3 Length of use

Option	n	% of answered
Less than 3 months	3	3.2
3 to 12 months	60	64.5
More than a year	30	32.3
Answered	93	100.0

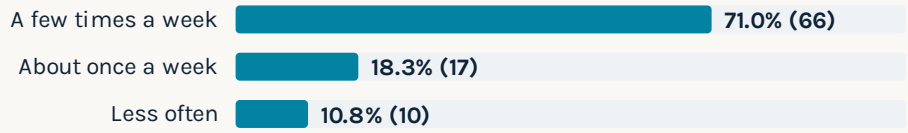
Option	n	% of answered
Blank	0	



Share of the 93 respondents who answered.

Table 5. A4 Frequency of use

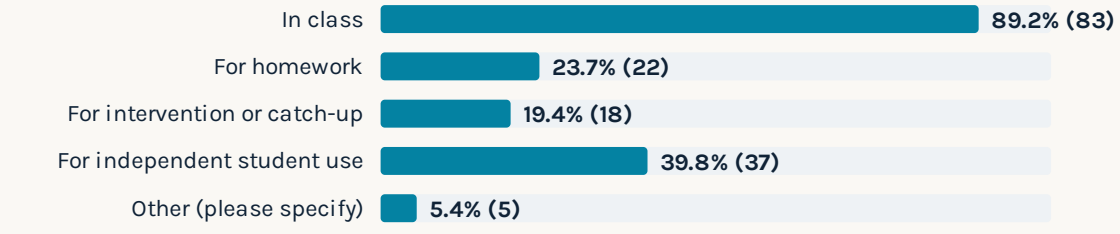
Option	n	% of answered
A few times a week	66	71.0
About once a week	17	18.3
Less often	10	10.8
Answered	93	100.0
Blank	0	



Share of the 93 respondents who answered.

Table 6. A5 How it is used (select all that apply)

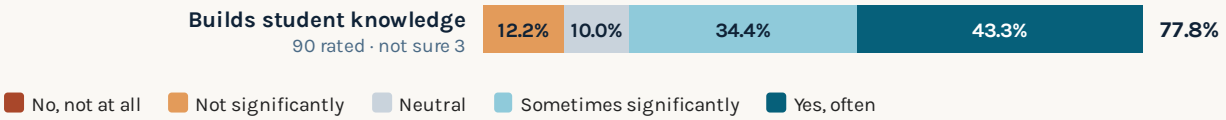
Option	n	% of answered
In class	83	89.2
For homework	22	23.7
For intervention or catch-up	18	19.4
For independent student use	37	39.8
Other (please specify)	5	5.4
Answered	93	(multi-select: totals exceed 100)
Blank	0	



Share of the 93 respondents who answered. More than one option could be chosen.

Table 7. B1a Builds student knowledge

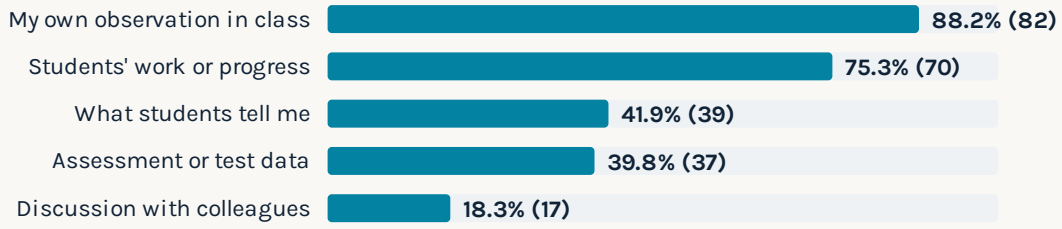
Response	n	% of rated
No, not at all	0	0.0
Not significantly	11	12.2
Neutral	9	10.0
Sometimes significantly	31	34.4
Yes, often	39	43.3
Rated (denominator)	90	100.0
Not sure or too early to tell	3	not in denominator
Blank	0	
Reported help (Sometimes significantly + Yes, often)	70	77.8
Reported no help (No, not at all + Not significantly)	11	12.2



Percentages are of respondents who gave a rating. The figure on the right is the share who reported help (Sometimes significantly or Yes, often). Segments under 6% are not labelled.

Table 8. B1b What this view is based on (B1) (select all that apply)

Option	n	% of answered
My own observation in class	82	88.2
Students' work or progress	70	75.3
What students tell me	39	41.9
Assessment or test data	37	39.8
Discussion with colleagues	17	18.3
Answered	93	(multi-select: totals exceed 100)
Blank	0	



Share of the 93 respondents who answered. More than one option could be chosen.

Table 9. B3a Supports my teaching

Response	n	% of rated
No, not at all	3	3.5
Not significantly	6	7.1
Neutral	8	9.4
Sometimes significantly	27	31.8
Yes, often	41	48.2
Rated (denominator)	85	100.0
Not sure or too early to tell	2	not in denominator
Blank	6	
Reported help (Sometimes significantly + Yes, often)	68	80.0
Reported no help (No, not at all + Not significantly)	9	10.6



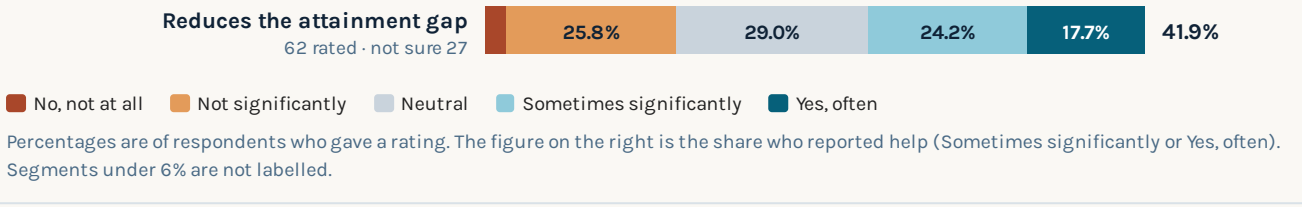


Percentages are of respondents who gave a rating. The figure on the right is the share who reported help (Sometimes significantly or Yes, often). Segments under 6% are not labelled.

Table 10. B2a Reduces the attainment gap

Response	n	% of rated
No, not at all	2	3.2
Not significantly	16	25.8
Neutral	18	29.0
Sometimes significantly	15	24.2
Yes, often	11	17.7
Rated (denominator)	62	100.0
Not sure or too early to tell	27	not in denominator
Blank	4	

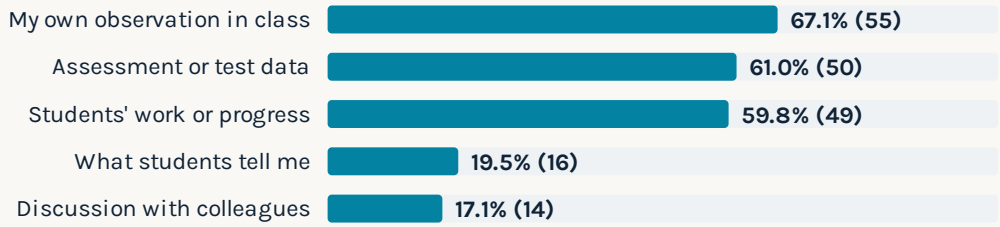
Response	n	% of rated
Reported help (Sometimes significantly + Yes, often)	26	41.9
Reported no help (No, not at all + Not significantly)	18	29.0



Percentages are of respondents who gave a rating. The figure on the right is the share who reported help (Sometimes significantly or Yes, often). Segments under 6% are not labelled.

Table 11. B2b What this view is based on (B2) (select all that apply)

Option	n	% of answered
My own observation in class	55	67.1
Assessment or test data	50	61.0
Students' work or progress	49	59.8
What students tell me	16	19.5
Discussion with colleagues	14	17.1
Answered	82	(multi-select: totals exceed 100)
Blank	11	

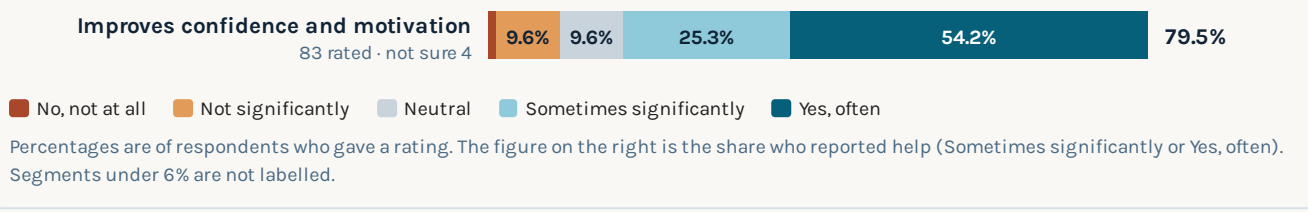


Share of the 82 respondents who answered. More than one option could be chosen.

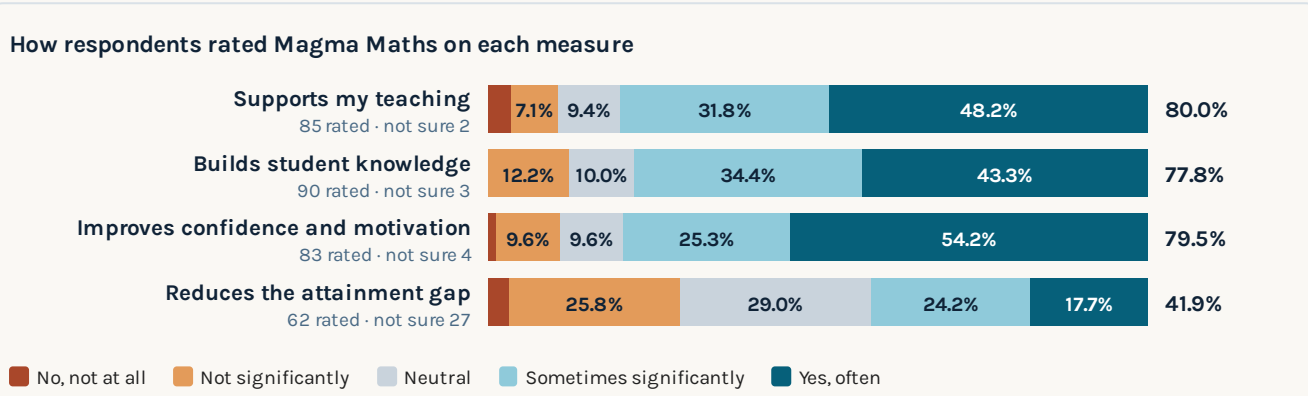
Table 12. B4a Improves student confidence and motivation

Response	n	% of rated
No, not at all	1	1.2
Not significantly	8	9.6
Neutral	8	9.6
Sometimes significantly	21	25.3
Yes, often	45	54.2
Rated (denominator)	83	100.0
Not sure or too early to tell	4	not in denominator
Blank	6	

Response	n	% of rated
Reported help (Sometimes significantly + Yes, often)	66	79.5
Reported no help (No, not at all + Not significantly)	9	10.8



Percentages are of respondents who gave a rating. The figure on the right is the share who reported help (Sometimes significantly or Yes, often). Segments under 6% are not labelled.



Percentages are of respondents who gave a rating. The figure on the right is the share who reported help (Sometimes significantly or Yes, often). Segments under 6% are not labelled.

CROSS-TABULATIONS

Reported-help share by context group. Groups with fewer than 10 rated respondents are shown as 'n < 10' and were not reported in the main report.

Table 13. B1a Builds student knowledge by main role

Main role	Rated	Not sure	Reported help %
Classroom teacher	65	3	81.5
Head of maths or subject lead	13	0	76.9
SENCO or SEND lead	0	0	n < 10
Senior leader	7	0	n < 10
Teaching assistant or learning support	4	0	n < 10
Other (please specify)	1	0	n < 10



Groups with fewer than 10 ratings not shown: SENCO or SEND lead, Senior leader, Teaching assistant or learning support, Other (please specify).

Table 14. B3a Supports my teaching by main role

Main role	Rated	Not sure	Reported help %
Classroom teacher	62	2	75.8
Head of maths or subject lead	13	0	84.6
SENCO or SEND lead	0	0	n < 10
Senior leader	7	0	n < 10
Teaching assistant or learning support	2	0	n < 10
Other (please specify)	1	0	n < 10



Groups with fewer than 10 ratings not shown: SENCO or SEND lead, Senior leader, Teaching assistant or learning support, Other (please specify).

Table 15. B2a Reduces the attainment gap by main role

Main role	Rated	Not sure	Reported help %
Classroom teacher	42	23	42.9
Head of maths or subject lead	10	3	50.0
SENCO or SEND lead	0	0	n < 10
Senior leader	6	1	n < 10
Teaching assistant or learning support	3	0	n < 10
Other (please specify)	1	0	n < 10



Groups with fewer than 10 ratings not shown: SENCO or SEND lead, Senior leader, Teaching assistant or learning support, Other (please specify).

Table 16. B4a Improves student confidence and motivation by main role

Main role	Rated	Not sure	Reported help %
Classroom teacher	60	4	78.3
Head of maths or subject lead	13	0	84.6
SENCO or SEND lead	0	0	n < 10
Senior leader	7	0	n < 10
Teaching assistant or learning support	2	0	n < 10
Other (please specify)	1	0	n < 10



Groups with fewer than 10 ratings not shown: SENCO or SEND lead, Senior leader, Teaching assistant or learning support, Other (please specify).

Table 17. B1a Builds student knowledge by phase group

Phase group	Rated	Not sure	Reported help %
Primary only	73	2	79.5
Secondary or post-16 only	13	1	69.2
Both primary and secondary	2	0	n < 10
Other	2	0	n < 10



Groups with fewer than 10 ratings not shown: Both primary and secondary, Other.

Table 18. B3a Supports my teaching by phase group

Phase group	Rated	Not sure	Reported help %
Primary only	68	1	79.4
Secondary or post-16 only	13	1	84.6
Both primary and secondary	2	0	n < 10
Other	2	0	n < 10



Groups with fewer than 10 ratings not shown: Both primary and secondary, Other.

Table 19. B2a Reduces the attainment gap by phase group

Phase group	Rated	Not sure	Reported help %
Primary only	53	18	43.4
Secondary or post-16 only	7	7	n < 10
Both primary and secondary	1	1	n < 10
Other	1	1	n < 10

Table 20. B4a Improves student confidence and motivation by phase group

Phase group	Rated	Not sure	Reported help %
Primary only	66	3	78.8
Secondary or post-16 only	13	1	92.3
Both primary and secondary	2	0	n < 10
Other	2	0	n < 10



Groups with fewer than 10 ratings not shown: Both primary and secondary, Other.

Table 21. B1a Builds student knowledge by length of use

Length of use	Rated	Not sure	Reported help %
Less than 3 months	2	1	n < 10
3 to 12 months	58	2	77.6
More than a year	30	0	76.7



Groups with fewer than 10 ratings not shown: Less than 3 months.

Table 22. B3a Supports my teaching by length of use

Length of use	Rated	Not sure	Reported help %
Less than 3 months	2	0	n < 10
3 to 12 months	56	2	85.7
More than a year	27	0	70.4

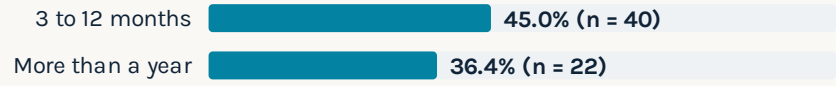


Groups with fewer than 10 ratings not shown: Less than 3 months.

Table 23. B2a Reduces the attainment gap by length of use

Length of use	Rated	Not sure	Reported help %
Less than 3 months	0	2	n < 10
3 to 12 months	40	20	45.0

Length of use	Rated	Not sure	Reported help %
More than a year	22	5	36.4



Groups with fewer than 10 ratings not shown: Less than 3 months.

Table 24. B4a Improves student confidence and motivation by length of use

Length of use	Rated	Not sure	Reported help %
Less than 3 months	2	0	n < 10
3 to 12 months	55	3	80.0
More than a year	26	1	76.9



Groups with fewer than 10 ratings not shown: Less than 3 months.

Table 25. B1a Builds student knowledge by frequency of use

Frequency of use	Rated	Not sure	Reported help %
A few times a week	65	1	83.1
About once a week	17	0	76.5
Less often	8	2	n < 10



Groups with fewer than 10 ratings not shown: Less often.

Table 26. B3a Supports my teaching by frequency of use

Frequency of use	Rated	Not sure	Reported help %
A few times a week	61	0	88.5
About once a week	15	1	80.0
Less often	9	1	n < 10



Groups with fewer than 10 ratings not shown: Less often.

Table 27. B2a Reduces the attainment gap by frequency of use

Frequency of use	Rated	Not sure	Reported help %
A few times a week	44	19	47.7
About once a week	10	6	40.0
Less often	8	2	n < 10



Groups with fewer than 10 ratings not shown: Less often.

Table 28. B4a Improves student confidence and motivation by frequency of use

Frequency of use	Rated	Not sure	Reported help %
A few times a week	59	2	83.1
About once a week	16	0	81.2
Less often	8	2	n < 10



Groups with fewer than 10 ratings not shown: Less often.

CROSS-QUESTION ANALYSES

Table 29. Number of metrics on which each respondent reported help (Sometimes significantly or Yes, often). 0 means the respondent reported help on none of the four; it does not mean No or Not significantly on all four, since Neutral is neither

Metrics with reported help	Respondents	%
0	8	14.0
1	6	10.5
2	6	10.5
3	15	26.3
4	22	38.6
Rated all four (denominator)	57	100.0

Table 30. B1a class (rows) by B2a class (columns), respondents with an answer on both (n = 89). Classes: help = Sometimes significantly or Yes, often; no help = No, not at all or Not significantly; neutral = Neutral; not sure = Not sure or too early to tell

B1a \ B2a	help	neutral	no help	not sure
help	25	10	6	25
neutral	1	3	5	0
no help	0	3	7	1
not sure	0	2	0	1

Table 31. B1a class (rows) by B3a class (columns), respondents with an answer on both (n = 87); classes as in the previous table

B1a \ B3a	help	neutral	no help	not sure
help	59	1	3	2
neutral	4	3	1	0
no help	4	2	5	0
not sure	1	2	0	0

Table 32. Reported help by evidence basis (assessment or test data cited or not)

Metric	Group	Answered follow-up	Rated	Not sure	Help n	Help %	No help n
B1a	Cited assessment or test data	37	36	1	29	80.6	3
B1a	Did not cite assessment data	56	54	2	41	75.9	8
B2a	Cited assessment or test data	50	36	14	19	52.8	9
B2a	Did not cite assessment data	32	22	10	6	27.3	8

Table 33. B1c themes by the respondent's B1a class

Theme	Comments	Help	Neutral	No help	Not sure
Live overview, sharing work	14	14	0	0	0
Instant feedback, retry	14	13	0	0	1
Hints and assistant	13	13	0	0	0
Practice, consolidation	14	12	1	1	0
Showing working, visuals, manipulatives	13	12	1	0	0
Fluency to problem solving	7	6	1	0	0
Curriculum-linked, tailored tasks	9	5	2	2	0
Accessibility features	5	1	2	1	1
Digital format, quizzes	4	3	1	0	0
Does not build understanding	5	0	0	5	0

Table 34. B3b themes by the respondent's B3a class

Theme	Comments	Help	Neutral	No help	Not sure
Live overview, act on errors	32	29	2	0	1
Ready-made questions, recap	16	14	1	1	0
Frees teacher for a group	11	9	2	0	0
Differentiate without stigma	10	7	1	1	1
Self-marking, pace	9	6	0	3	0
Share and model on board	6	6	0	0	0
Accessibility tools	2	1	1	0	0
Limited support or drawback	5	1	1	3	0

Table 35. B4b themes by the respondent's B4a class

Theme	Comments	Help	Neutral	No help	Not sure
Enjoyment, eagerness	28	26	1	0	1
Independence	12	10	2	0	0
Seeing success, feedback	17	14	3	0	0
Less afraid of mistakes, privacy	11	11	0	0	0
Attempt more questions	5	5	0	0	0
Limited or unhelpful effect	8	2	0	5	1

Table 36. C1 themes by the respondent's B3a class

Theme	Comments	Help	Neutral	No help	Not sure
Question quality	15	10	3	2	0
Positive only	9	9	0	0	0
Pupil behaviours (rushing, copying)	8	6	2	0	0
Fit by phase or pupil group	10	5	4	1	0
Challenge for higher attainers	6	6	0	0	0
Place in the lesson	5	4	0	0	1
Devices, wifi, log-in	5	4	0	1	0
Game elements, enjoyment	4	1	2	1	0
More questions of one type	3	3	0	0	0
Finding, embedding content	2	1	0	1	0
Feedback and display tools	2	1	1	0	0

Table 37. B2c pupil groups named, by the respondent's B2a class

Theme	Comments	Help	Neutral	No help	Not sure
All pupils	14	6	2	0	6

Theme	Comments	Help	Neutral	No help	Not sure
Reading, writing or language barriers, EAL	17	6	2	5	4
Higher-attaining pupils	14	4	3	5	2
Pupils who lack confidence	11	4	1	1	5
Pupils on the cusp	9	3	0	1	5
SEND, ASN or needing intervention	9	6	0	2	1
Independent learners	4	2	0	1	1
Lower-attaining benefited less	7	0	2	5	0

A10. Company-supplied material

Magma Maths supplied one item: an export of its platform event data. EdTech Impact charted it for the report (Figures 1 and 2 and the usage figures on page 3) and did not change it. EdTech Impact does not have access to the company's systems and did not verify the export.

Item	Detail
File	all-events.ndjson.gz, 2.62 GB compressed, one JSON record per line, common schema version 1.1.
Received	September 2026, through EdTech Impact.
Content	41,891,269 records. Each record is one answer by a pupil to one question (a retry of the same question is a separate record), with the time, the teacher (actor_id), the pupil (learner_id), the school (school_id), the teacher's institution, class and grade index, the question, whether the answer was correct and how long it took.
Period	2026-01-01 to 2026-06-23. June 2026 is a part month. The teacher survey (8 July to 22 September 2026) falls outside this period.
Country	All records GB (actor.country).

Definitions and processing

- Active teacher: a distinct actor_id with actor.role = teacher and at least one teacher-set answer (student_solution_received) in the calendar month; this is the basis used in the report. Table 38 also gives the count on any record, which includes teachers linked only to pupils' independent practice. Active pupil: a distinct learner_id with at least one record in the month. Active school: a distinct school_id with at least one record in the month.
- Answers recorded: the number of records. Every record has activity.type = question; the split between teacher-set work and independent practice is read from event_name (see Teacher-set work and independent practice, below). A record is one answer, not one question: retries of the same question are separate records (see the attempt check below), so the report says answers rather than questions.
- Active weeks per teacher: the number of distinct weeks (Monday to Sunday) in which the teacher had at least one teacher-set answer (student_solution_received), out of the 26 weeks the period touches. The period includes school holidays.
- Grade index: actor.grade_index as coded in the company's data; -1 is read as not recorded. In the company's schema this is the grade level of the class, as set by the teacher. Its mapping to UK and Scottish year groups has not been confirmed by Magma Maths.
- The file was read line by line on the analyst's computer by the scripts listed in A11. Only aggregates were kept: monthly counts, weekly and per-pupil distributions, and the grade distribution. No identifier was written to

any analysis file or to the report. Any month or group with fewer than five users or schools would have been hidden; none were.

- Not used: result.correct (whether the answer was marked correct) and result.duration_ms. A share of correct answers on the platform is not a measure of learning and could be read as one; neither field bears on the report's question.

Table 38. Monthly aggregates behind report Figure 1 and the monthly ranges on page 3

Month	Answers recorded	Active pupils	Active teachers (any record)	Active teachers (teacher-set work)	Active schools
January 2026	7,186,489	45,830	2,417	2,055	399
February 2026	6,434,927	46,882	2,521	2,167	413
March 2026	9,109,945	51,347	2,699	2,327	421
April 2026	5,992,225	43,504	2,523	2,157	415
May 2026	6,688,730	48,810	2,766	2,382	423
June 2026 (to 23 June)	6,478,953	41,805	2,547	2,163	425
Whole period (distinct)	41,891,269	68,206	3,442	3,034	450

Active teachers (any record) counts every teacher id that appears on an answer, including pupils' independent practice. Active teachers (teacher-set work) counts teachers whose pupils answered work that teacher set in the month; the report uses this basis. Active pupils and schools count any answer: a school is active when any of its pupils submitted an answer.

Table 39. Active weeks per teacher, teacher-set answers only (report Figure 2; n = 3,034 teachers, 26 weeks, median 13)

Weeks with activity	Teachers	%
1	203	6.7
2 to 4	444	14.6
5 to 9	556	18.3
10 to 19	1,136	37.4
20 or more	695	22.9

Teacher-set answers are student_solution_received records. Every record carries a teacher id, including independent practice, so counting any record gives 3,442 teachers and a median of 14 weeks (6 to 20); 408 of those teachers appear only through pupils' independent practice. Counting them as 0 weeks gives a median of 10 (3 to 18). On the teacher-set basis the median is 13 (5 to 19) and the mean 12.3; 1,025 teachers' week counts change, and 7,499 teacher-weeks had practice only.

Table 40. Answers recorded by grade index (the grade figures on page 3)

Grade index	Answers recorded	%
0	181,485	0.4
1	2,011,047	4.8
2	3,008,109	7.2
3	6,972,178	16.6
4	7,204,878	17.2

Grade index	Answers recorded	%
5	7,564,185	18.1
6	8,952,786	21.4
7	1,625,334	3.9
8	337,064	0.8
9	366,581	0.9
10	407,456	1.0
11	280,948	0.7
12	189,668	0.5
13	34,644	0.1
Not recorded (-1)	2,754,906	6.6

Pupil-level figures

Computed with pupil_stats.py from the same file, in one pass, keeping only per-pupil and per-pupil-week counts in memory. The totals reproduce those above exactly: 41,891,269 records, 68,206 distinct pupils, no record without a pupil id and no unreadable line. The mean of 614.2 answers per pupil is pulled up by a minority of heavy users, so the report uses medians.

Table 41. Answers and active weeks per pupil, 1 January to 23 June 2026 (n = 68,206 pupils)

Measure	25th percentile	Median	75th percentile	Mean
Answers per pupil over the period	100	329	889	614.2
Answers per active week (each pupil's own average; median across pupils)	24.5	40.6	64.0	49.3
Answers per pupil-week, all 677,489 active pupil-weeks pooled	22	45	81	61.8
Active weeks per pupil (of 26)	4	9	16	9.9
For comparison: active weeks per teacher (of 26, teacher-set answers, n = 3,034)		13		

An active week is a Monday to Sunday week with at least one answer. The per-active-week figures leave out holidays and weeks in which a pupil did not use the platform. The first per-week row is the one used in the report: each pupil counts once, however many weeks they were active.

Answers or questions: attempt check

The data has no attempt field. A fixed 2% sample of pupils (selected by a checksum of the pupil id, so the same sample on every run) was used to count how often the same pupil and question (learner_id plus activity.id) appear more than once, and in what order.

Table 42. Records per pupil and question, 2% sample (1,354 pupils, 794,906 records, 495,952 pupil and question pairs)

Records for the same pupil and question	Pairs	%
1	347,613	70.1
2	87,263	17.6
3	34,286	6.9

Records for the same pupil and question	Pairs	%
4	11,485	2.3
5	6,170	1.2
6 or more	9,135	1.8

On average there were 1.6 records per pupil and question. 29.9% of pairs were recorded more than once; of those, 77.7% were wrong first and right at the last record, and 81.9% fell on a single day. Repeats are therefore mostly retries after a wrong answer, so one record is one answer (attempt), not one question. Scaling the sample's 1.6 records per pair to the whole file suggests roughly 26 million distinct pupil and question pairs behind the 41.9 million answers; this is an estimate from the sample and is not used in the report.

Table 43. Other distinct counts in the period (checks only, not reported)

Field	Distinct values
actor.institution_id	21
actor.class_id	4,189
activity.id (questions)	639,186

Field definitions follow the company's event schema (Teacher Activity Event Schema, version 1.1): school_id identifies the school (450 values in the period) and actor.institution_id the municipality or district (21 values); all identifiers are pseudonymised.

The ESSA Level II study (ERIC ED678117) listed in the report's evidence portfolio was commissioned by Magma Maths and was not evaluated for this report.

Teacher-set work and independent practice

The company's event schema records two kinds of answer: student_solution_received, an answer to work set by a teacher, and practice_solution_received, an answer during independent practice in class or at home. Both carry activity.type = question, so the split is read from event_name. The two types add up exactly to the 41,891,269 records above. Teacher-set work was between 91.6% and 93.2% of answers in every month.

Table 44. Answers recorded by type and month, 1 January to 23 June 2026

Month	Teacher-set work	Independent practice	Practice %
January 2026	6,584,065	602,424	8.4
February 2026	5,937,605	497,322	7.7
March 2026	8,400,328	709,617	7.8
April 2026	5,587,372	404,853	6.8
May 2026	6,158,697	530,033	7.9
June 2026 (to 23 June)	5,982,002	496,951	7.7
Whole period	38,650,069 (92.3%)	3,241,200 (7.7%)	7.7

Table 45. Answers per pupil by type (median, with the 25th to 75th percentile in brackets)

Measure	Teacher-set work	Independent practice
Pupils with at least one answer	67,615 (99% of 68,206)	25,533 (37%)
Answers per active week (each pupil's own average)	39.1 (24.0 to 60.2)	14.2 (6.2 to 27.5)

Measure	Teacher-set work	Independent practice
Answers over the period	315 (97 to 835)	41 (11 to 133)
Active weeks (of 26)	9 (4 to 16)	3 (1 to 6)

For each type, an active week is a week with at least one answer of that type. Computed from event_name in the same file and pass as Table 41.

A11. Reproducibility

The survey figures were produced with Python 3 (pandas for counts and cross-tabulations, matplotlib for charts) using EdTech Impact's standard analysis scripts, which read the survey export and a column map that assigns each export column to a question id. The open-text coding was done by hand and recorded in a coding file listing, for each question, the themes carried by each comment. The usage figures were produced with usage_viz.py and pupil_stats.py from the company's event file, run on the analyst's computer; only their aggregate output (usage_summary.json, usage_tables.csv, pupil_stats.json, event_split.json, teacher_weeks.json, teacher_months.json) was used for the report; pupil-level figures came from pupil_stats.py. A replication guide, available from EdTech Impact on request, repeats every calculation and chart step by step in jamovi and in Python with this product's data, and includes the column map, the coding file and the exact commands run.

File	What it does
preclean.py	Removes the two staff rows and personal data, separates Other text, derives the phase group; writes responses_clean.csv.
column_map.json	Maps each export column to its question id, type and option order.
analyse_survey.py	Counts, percentages, cross-tabs with suppression, open-text export.
coding/codes.py	The open-text coding: comment row to themes, per question, and the comments not usable.
extra.py	Report Figures 3 to 7 and the cross-question tables.
usage_viz.py, magma_usage_config.json	Usage aggregates and report Figures 1 and 2 from the event file.
pupil_stats.py	Pupil-level medians, the totals check and the attempt check (pupil_stats.json).
event_split.py	Answers by type (teacher-set work and independent practice), Tables 44 and 45.
teacher_weeks.py	Active weeks per teacher on teacher-set answers and on all answers, Table 39.
teacher_months.py	Active teachers per month on teacher-set answers, Table 38 and Figure 1.
build_report_docx.js	Builds the report, this appendix and the replication guide.