EdTech Logic Model

Magma Maths

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https://chartered.college/edtech-evidence-board-project

Audience

Primary Audience

- Teachers
- Pupils
- Education staff
- School leaders, mathematics leads, instructional coaches, district leaders, trust leaders, and School improvement teams who use the aggregated data to support teaching, learning, and school improvement.

Specific Groups

- All pupils within target phase/key stage

How and Where

- KS1
- KS2
- KS3
- KS4

Specialism

- Formative assessment: practice and quizzes
- Accessibility and inclusion

Activities

Students record and explain their mathematical reasoning through written work, representations, and problem-solving processes.

Teachers use real-time assessment data and student work to identify misconceptions and knowledge gaps.

Teachers facilitate mathematical discussions and provide targeted instruction based on students' visible thinking.

Mechanisms

Students' mathematical thinking becomes visible, allowing misconceptions and gaps in understanding to be identified earlier.

Teachers gain timely and actionable insight into student understanding, enabling

Outcomes

Short term

Teachers use evidence of student thinking to inform instructional decisions. Students consistently make their mathematical reasoning visible. Feedback and intervention are provided more quickly and more precisely based on identified misconceptions and knowledge gaps.

Medium term

Teachers consistently use assessment evidence to adapt instruction and target support. Students demonstrate stronger mathematical reasoning and engagement with feedback. Students make measurable progress in mathematics and show improved attainment over time.

Long term

Evaluation

Short term

Short-term success can be demonstrated through platform usage data showing regular teacher and student engagement, samples of student work that reveal mathematical reasoning and problem-solving processes, and teacher feedback, surveys, observations, or implementation reviews showing increased use of formative assessment, mathematical discourse, and data-informed instruction.

Medium term

Medium-term success can be demonstrated through improvements in assessment results, reductions in identified knowledge gaps, evidence of student progress across curriculum objectives,

Claim

Educational challenge

Teachers often struggle to understand how students think mathematically and to identify misconceptions in real time. Most digital mathematics tools only capture final answers, making it difficult to assess students' reasoning, facilitate mathematical discussion, provide timely feedback, and address knowledge gaps before they become barriers to future learning. At the same time, school and district leaders often lack continuous, actionable data that can be used to proactively improve teaching and learning across classrooms and schools.

Core claim

more responsive and targeted instruction

Feedback loops become shorter, allowing misconceptions to be addressed before they become barriers to future learning.

Students demonstrate sustained improvements in mathematical attainment, reasoning, and conceptual understanding. Schools and districts use learning data to drive continuous improvement in teaching, intervention, and professional development. Attainment gaps narrow and mathematics outcomes improve consistently across schools, cohorts, and over time.

teacher and school leader feedback, and independent evaluations showing positive impacts on mathematics attainment, such as the ESSA Level II study and school-level impact studies.

Long term

Long-term success can be demonstrated through sustained improvements in internal and external mathematics assessments, longitudinal student progress data, reductions in attainment gaps, school and district improvement measures, independent impact evaluations, and improvements in regional, national, or international mathematics benchmarks where available.

Magma improves mathematics teaching and learning by making students' mathematical thinking visible, enabling timely feedback, targeted instruction, and data-informed decision-making.

Enablers

- Teachers regularly use Magma as part of classroom instruction and formative assessment.

Risks

- Teachers use Magma primarily for task delivery rather than to review student thinking and adapt instruction.

Support

- Dedicated Customer Success Managers provide onboarding, implementation guidance, and ongoing support throughout the school year.

- Students actively record and share their mathematical thinking rather than only providing answers.
- School leaders support implementation and create opportunities for teachers to develop effective classroom practices using Magma.

- Students provide limited evidence of their reasoning, reducing opportunities to identify misconceptions and provide meaningful feedback.
- Insufficient implementation, training, or leadership support limits consistent adoption across classrooms.

- Structured professional development sessions help teachers develop effective classroom routines, evidence-informed teaching practices, and deeper use of Magma.
- Collaborative workshops, real-time support, and data review meetings help schools monitor implementation, share effective practice, and use evidence to drive improvement.