

“A student-centred curriculum, resources and delivery
...why is all learning not like this?”

Nicky Ashby-Guest, Lead Practitioner : Outreach, Training & Development, The Gallery Trust



Maths For Life [®] **MFL**
A Differentiated Approach

www.mathsforlife.com

Did you know?

OVER 1.6 MILLION

18.4% of pupils in England have a Special Educational Need.
An increase of 101,000 from 2023.

GOV.UK 2024

The proportion of adults with a learning disability in paid employment in England has decreased over time, from 6.0% in 2014/15 to a low of

4.8% in 2021/22.

NHS Digital, 2023

$$1.6 \text{ MILLION} \times 95.2\% =$$

1.5 million

adults with SEND/a learning disability are not in paid employment.

“
Good numeracy is the best protection against unemployment, low wages and poor health.

Andreas Schleicher, Director for Education and Skills at the Organisation for Economic Co-operation and Development OECD

We agree. At Maths For Life, our priority is to provide a maths programme that gives instant support to educators and helps students with SEND develop the essential maths they need for life; improving their self-esteem, encouraging independence and increasing their potential to achieve gainful employment as an adult.

“Everyone should have the opportunity to love maths.”

~ Karen McGuigan, Founder and CEO of Maths For Life

The Maths For Life programme offers a pathway to those students for whom a standard maths national curriculum structure and timescale is unattainable.

It helps students of any age, with or without SEND, do maths – accurately, independently and in real-world application.

It is positively influencing future outcomes for students, by equipping them with the mathematical skills they will need to succeed and thrive in today's world.

“Maths For Life is a revolutionary programme that enables children to succeed and function as members of society.”

Julie Hollinshead, Appleton Thorn Primary School

Maths For Life student, Lia.

Find out how we are making a real difference.

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What is the Maths For Life programme and how it is different?

Maths For Life is an inclusive and equitable maths curriculum that meets the needs of both educators and students. In fundamentally rethinking our approach to teaching maths, Maths For Life has the potential to positively impact the lives and ambitions of many.

Our approach is based on securing understanding and the functional application of a skill on an incremental and independent basis before moving on. Progress is individual with no associated timescales.

Maths concepts are contextualised for today's world. In response to social and technological change, and recognising that a student carries a pocket-sized super computer, the priority is on understanding over methodology.

The levels and objectives within the programme support incremental step change whilst not compromising the depth and breadth of maths needed for adulthood. It is an alternative for the 40% of students not currently achieving on the GCSE maths pathway (Ofqual 2024) that can support the skills needed for further study and employment.

EMPOWERS EDUCATORS

ENGAGES STUDENTS

BUILDS CONFIDENCE

IS ACCESSIBLE

IS AFFORDABLE

AND IMPROVES
ATTAINMENT IN MATHS

Maths For Life is fantastic. We have a number of children who are not able to access the curriculum and Maths For Life is the first programme we have found to accommodate these individual needs. At a recent annual review for a child with an EHCP, it was very clear that assessment data shows huge amounts of progress but in addition to this, an improvement in understanding of mathematical concepts.

Lynsey Day, Headteacher, Thomas Reade Primary School

Given what they heard about the Maths For Life programme and learnt about our students, Ofsted agreed with us that Maths For Life was a programme that would really make a difference.

*Lisa Bond, Headteacher, Trearlor College,
2023/24 Overall 'Outstanding' Ofsted and CQC*

Without a doubt it has given my students the confidence to enjoy maths. All 4 of the children I work with 3 times a week said they 'hate maths' when they were asked a year ago. Now, a year on they cannot wait for their sessions.

*Sally Andrew, Teaching Assistant,
Ladygrove Park Primary*



A Highly Commended Programme

Maths For Life was awarded highly commended in the categories:

Teach Primary – Maths at the **TeachCo Awards 2024**

Resource for SEND 2024 at the **nasen Awards**

Who is the Maths For Life programme designed for?

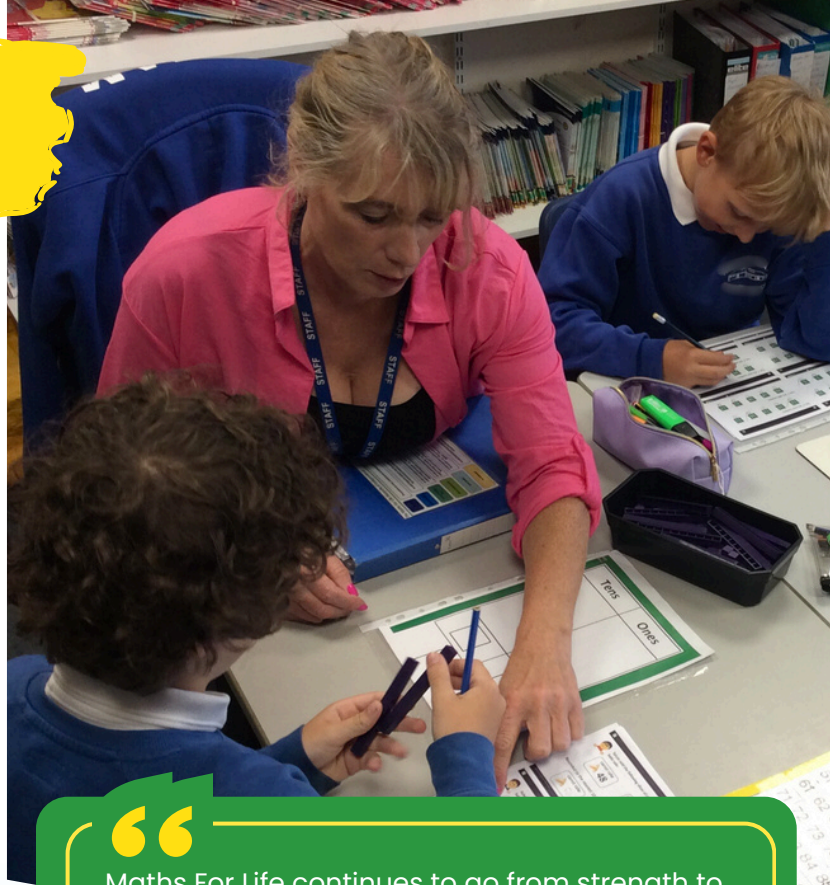
The programme is designed for schools, colleges and home educators. It is currently being used in both mainstream and specialist settings at all educational levels, from preschool to further education college, as well as adult training services. It has been viewed positively by Ofsted on multiple occasions and is delivering trackable results for all students.

The simplicity and logical structure of the programme enables it to be delivered by all educators, especially those without formal training.

It starts right at the beginning with prenumber skills and works towards achieving all the maths needed in preparation for adulthood.

The approach is designed for individuals for whom a standard maths curriculum structure and timescale is unattainable.

The Maths For Life programme operates as a supplement to any national curriculum to increase equity and improve inclusivity. It is already used in England, Scotland, Wales, Northern Ireland, Republic of Ireland, Canada, USA, Australia, New Zealand, Malaysia, UAE and Tanzania.



“ Maths For Life continues to go from strength to strength for our Outreach Service out in the Mainstream. What we love:

- it's functional maths right from the word go;
- it embeds maths language through repetition with variety;
- we can see progress through the Hierarchy of Independence®;
- and the students love it and when given a choice of subject will choose Maths For Life every time.

Iris, Outreach Teacher, Auckland, New Zealand

”

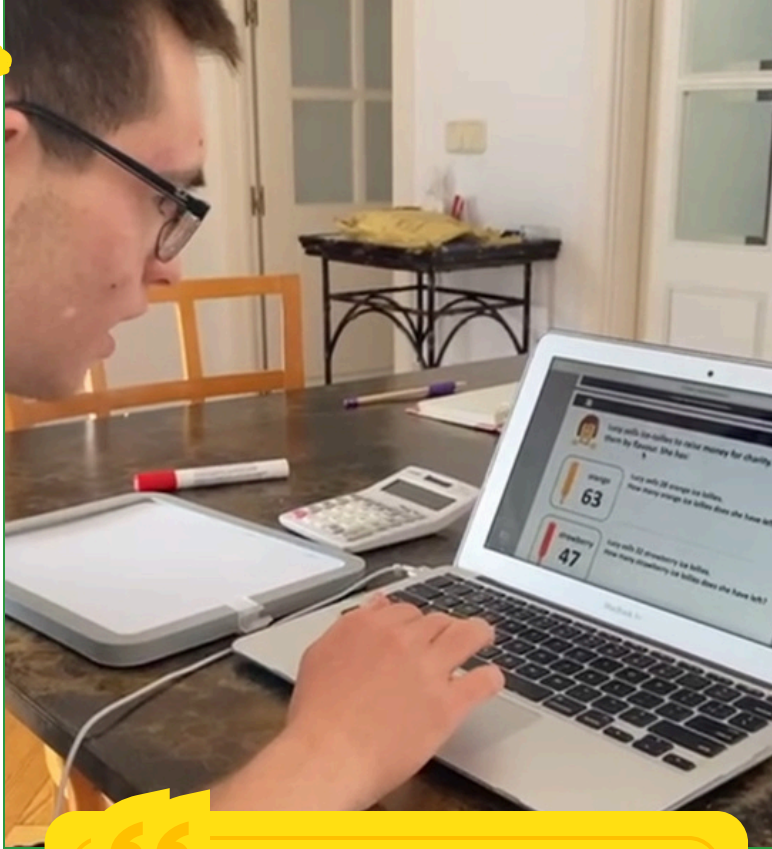


We currently provide additional versions of our resources in euro and dollars. Other currencies may be added in line with market growth.

How does Maths For Life relate to other curricula?

The Maths For Life programme contains the majority of the maths national curriculum (England) in key stage 1, key stage 2 and elements of key stage 3. However, the structure is more logical, providing clear and progressive pathways. It prioritises the maths concepts that are needed in everyday life and, when ready, looks at combining concepts in framed scenarios. Although the programme omits some less relevant concepts, such as algebra and geometry, it does cover all the underpinning skills and students attaining Level 5 can continue to study maths to a higher level.

The Maths For Life curriculum can support attainment of the Functional Skills qualifications. Foundations and Level 1 combined are the equivalent of Entry Level 1; Level 2, 3 and 4 combined cover all the content of Entry Level 2; and Level 5 enables access to Entry Level 3 plus part way towards Functional Skills Level 1.



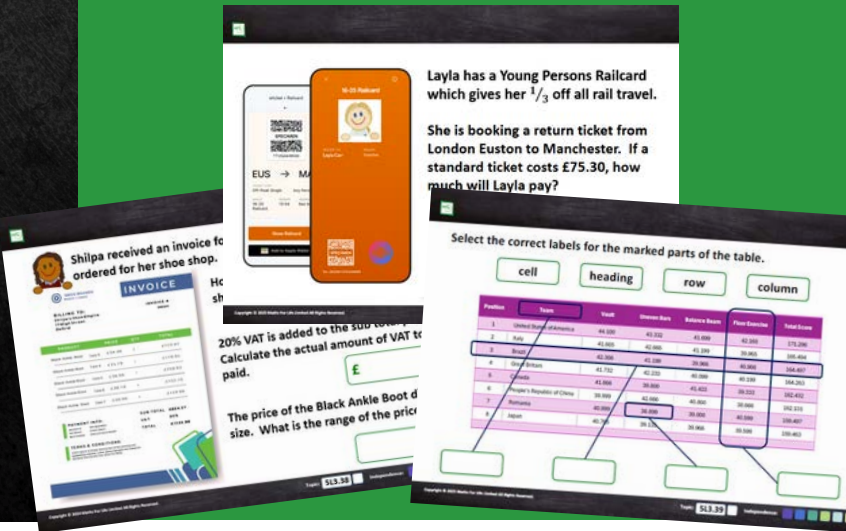
Nearly half of parents (48%) think that too little time is spent on skills related to financial management; and around a third would like more attention to life skills (32%); and preparation for the job market (32%).

The National Parent Survey 2024

At Maths For Life, we believe that the understanding of money, specifically the value of money, is a key to unlocking independence and employment. To ensure students are prepared for adulthood, money and basic financial education is a core objective within each level.

Ideas and concepts for teaching focus on life and job specific scenarios, including the use of spreadsheets for digital data handling.

Maths For Life	Functional Skills	Key stage
Level 5	Level 1	Key stage 3
	Entry Level 3	
Level 4	Entry Level 2	Key stage 2
Level 3		
Level 2		
Level 1	Entry Level 1	Key stage 1
Foundations		
	Steps 1-6	EYFS



What do the levels mean?

Each stage of the programme covers the same mathematical topics: **Using Numbers and The Number System; Using Common Measures, Shape and Space; and Handling Information and Data**. This ensures that the programme delivers the breadth of understanding across all topics that are needed to deliver the essential maths for life.

Foundations Level starts at the beginning with prenumber skills and concepts. Introduces the concept of number and number sense to 10, including simple addition and subtraction. Develops the underpinning building blocks for understanding money, time passing, measurement, shape and position. Uses simple representations, lists and tables to represent data and information.

Foundations

Level 1 builds on the concept of number and number sense, introducing and using numbers up to 20. Expands the understanding of subtraction to 'more than' and 'the difference'. Focuses on the identification of language and recognition of units associated with money, o'clock time, measurement, shape and position. Introduces data handling in the form of simple charts and diagrams.

Level 1

Level 2 introduces the concept of place value and uses numbers up to 100. Develops the understanding of multiplication and division as grouping/repeated addition and sharing/repeated subtraction. Focuses on the value of money, reading digital 12-hour times, navigation of the calendar and units of measurement. Uses a variety of forms of data to enable extraction of information.

Level 2

Level 3 expands on place value by introducing hundreds and uses numbers up to 1000. Builds the understanding of multiplication and division to the 10x10 times tables. Introduces the concept of decimal notation into money and develops time to reading 24-hour digital times, the use of AM and PM and simple calculations with both clock and calendar units. Focuses on the interpretation of simple data.

Level 3

Level 4 develops understanding of whole numbers up to 10,000 and introduces the concept of fractions and decimals. Expands the understanding of value to enable comparison of propositions. Uses the understanding of fractions to look at the analogue version of telling the time and expands shape properties to include angles and symmetry. Looks at the use of pie charts, mean and range in data handling.

Level 4

Level 5 completes the understanding of place value from thousandths to millions. Extends the use of the operations to long multiplication and division and introduces the concepts of percentage, ratio, proportion and probability. Develops financial education – calculating discounts, managing budgets and recognising pay statements. Consolidates understanding of time to make choices and develop plans and takes data handling into the digital form with the creation of tables and charts using spreadsheets.

Level 5

How does the Maths For Life programme work?

Maths For Life is an educator led programme. There are a number of 'ingredients' available, allowing flexibility to implement the programme to suit the needs of your setting, educators and students. It is designed for easy, efficient, and independent use without the need for expensive training.

The ingredients:



Educator guides	a set of 5 books that cover the complete Maths For Life curriculum, that are the essential elements needed to deliver the programme.
Resources	thousands of pages of supporting material, including workbooks and templates, tutorial videos and physical resources.
Assessments	assessments and analysis tools for each level.
Reporting and accreditation	a detailed reporting system and accreditation to celebrate success.
Support	access to book Q&A sessions, take training courses, join our community forum or contact us - help is always available.

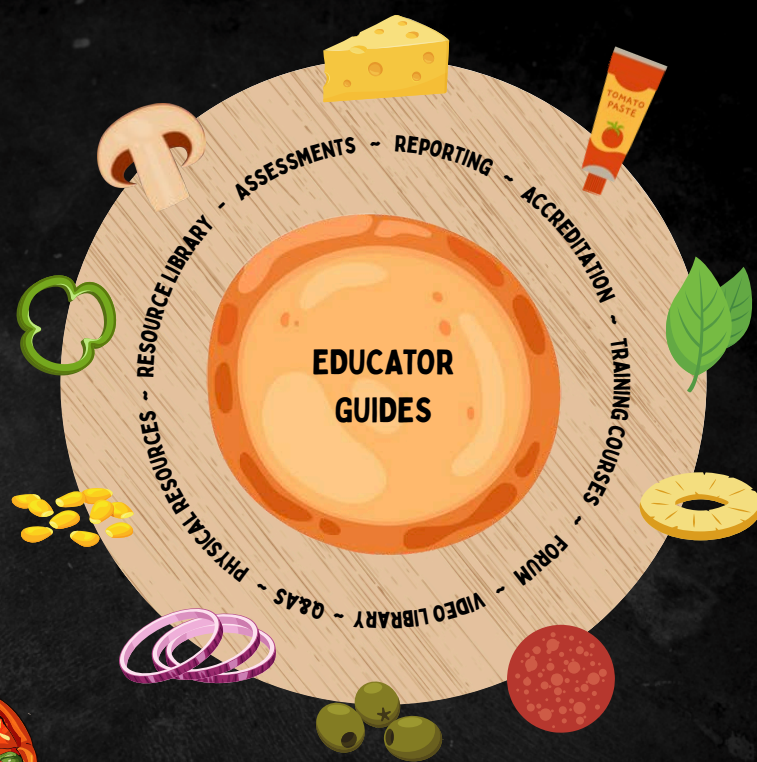
Choose what works for you...

When you order a 'create your own' pizza you choose the toppings which suit you. We want you to 'create your own Maths For Life' by choosing the ingredients that work for you and your students.

The educator guides are the only essential ingredient. These are like the base of the pizza, they hold it all together.

Then you just need to choose your toppings.

The following pages provide further details on each of the ingredients and the pricing structure is on pages 16 and 17.

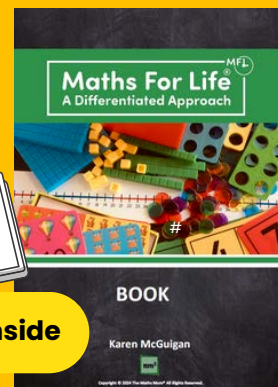


You always have access to our complimentary support services.



Educator guides

The only essential ingredient is the educator guides. These contain the curriculum structure – levels, topics and objectives – delivered in an accessible way for all educators to understand and implement.



Take a look inside



LEVEL # of Maths For Life - Topic #
Topic # description

Objective number and name

This paragraph explains the objective to be achieved in simple language. It will include the rationale behind the objective, how it differs from typical curricula, the structure it sits within and how it relates to life skills.

Prior knowledge required for the specification:

- ☐ Lists all underpinning skills that need to be secured before attempting this objective.
- ☐ Checklist to understand if a student is ready to do this skill or what elements might need additional support.

Checklist of objectives to secure:

- ☐ The objective broken down into incremental, small steps.
- ☐ Guidance for the educator to enable them to teach the objective in a sequential way - making it easier or harder depending on the ability of the student.
- ☐ Helps with 'errorless learning' and gauges the right level for the student.

KEYWORDS

Words associated with this objective that need to be understood from a mathematical perspective.

Ideas for teaching:

- ☐ A list of ideas to teach the objective.
- ☐ Guidance on how to bring the objective to life inside and outside the classroom.
- ☐ Suggestions for maths aids to use to support the teaching of this objective.
- ☐ Opportunities to see this objective in the real world.

Challenges for learners with additional learning needs:

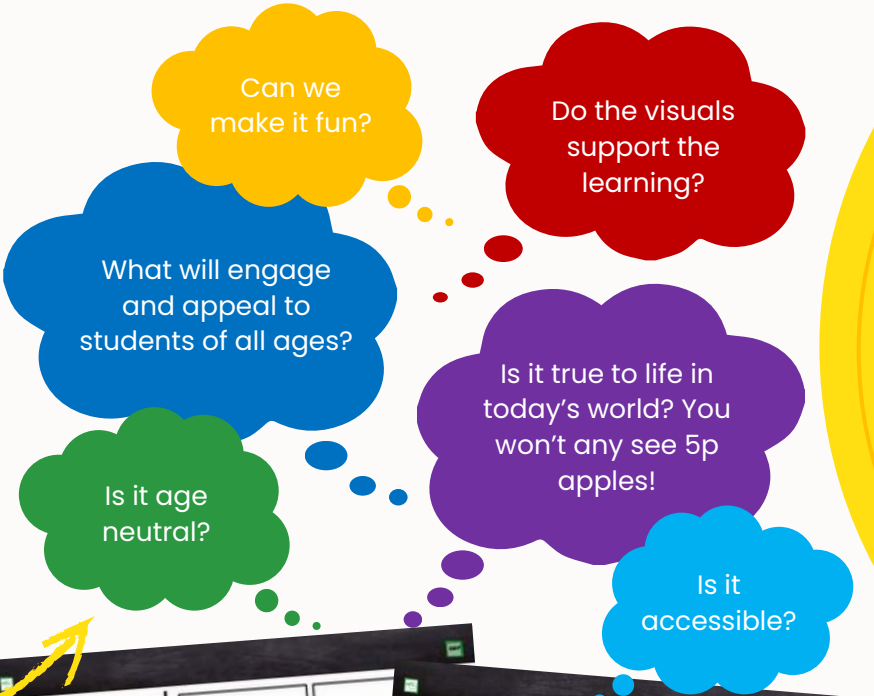
- ☐ General challenges faced when teaching this objective to students with additional learning needs.
- ☐ Informed by research, specific challenges associated with teaching this objective to students with a known diagnosis.

Resources

We have an extensive and ever-growing range of resources to support the delivery of the programme. Every resource has been carefully designed or handpicked to assist educators and relate to students. Our resources include:

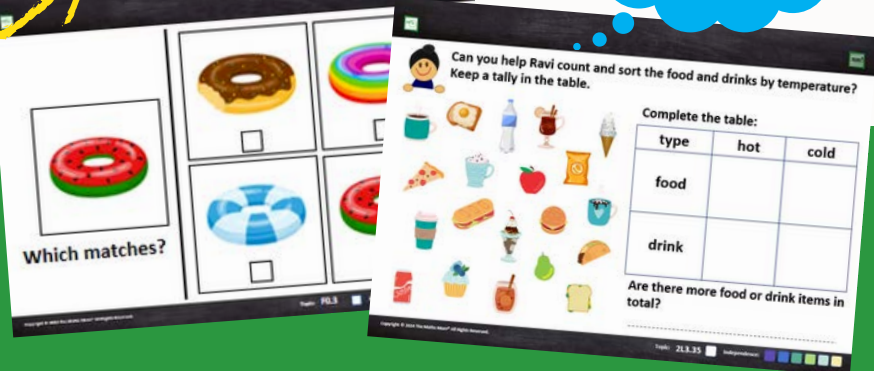
- workbooks
- templates
- video tutorials
- physical resources

We are constantly coming up with new ideas and ways to present a concept. We always ask ourselves:



Workbooks and templates

Available via the annual subscription plans, the resource library houses over 30,000 pages of content. Workbooks are published online as high quality PDFs, which can be printed or viewed on a screen. Hardcopy Student Practice Books are also available to purchase. These comprise of 12 weekly workbooks, professionally printed, hole punched and bound.



There are a range of workbooks to support you in delivering the programme.

- Topic workbooks** multiple workbooks available for every topic and objective within the programme.
- Weekly workbooks** a 10-page workbook published online every week of term, covering a range of objectives and the full curriculum within each term.
- Progression workbooks** for those working with groups or across multiple levels.
- Templates** to support learning.

We ensure every question is framed on its own page with beautiful visuals to aid teaching and engage the students. They are uncluttered, use a large font and allow the student to complete the question in the way that suits them. Throughout a topic, we repeat ideas in different real-life contexts, gradually building in difficulty to enable the student (and educator) to gain understanding, build confidence and achieve independence.

“It’s so much better – for me I need a picture – not just a sum with numbers and words.”

Ethan, student



The combination of the Student Practice Books and the online resources means that I can truly embed these concepts without the learners getting bored as the material is fresh and virtually unending.

The resources are suitable in terms of style for my learners, as although they are learning pre-number concepts, they are 14 years old, so I don't have to worry about the age old argument of age appropriateness.

Overall the Maths For Life workbooks offer fun, engaging and practical ways to deliver numeracy in a way that my learners love. This is key for me and for them.

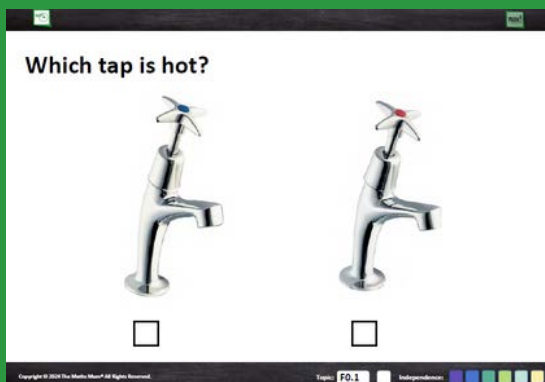
Colin Armour, Teacher,
St Pier's School/Young Epilepsy



The resources are like a Pandora's box of maths activities and ideas.

Jo Carter, Teaching Assistant

Our resources are 2-D representations of 3-D ideas for you to bring to life.



Are there taps in your learning space?

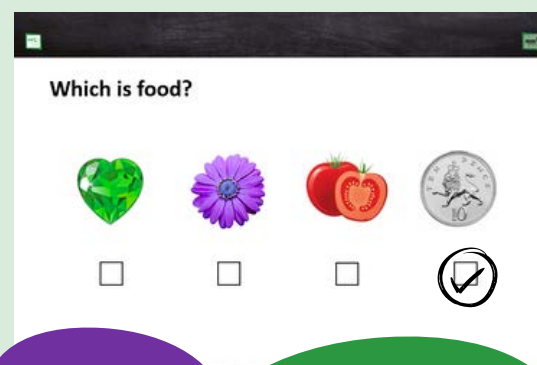
Our library of video tutorials supports and inspires educators with ways to bring our resources to life using physical resources or every day items.



The importance of 'why?'

We do not publish answers. Why? That is the question. Maths For Life is all about the oracy of maths. We want every question to open up a mathematical discussion between the educator and the student. 'What do you think' and 'why?'. We call this 'the importance of why'.

If you give your student this question and they mark or point to the 10p coin, are they wrong?



Why?

Because I ate chocolate money at Christmas!

Are there any other possible answers?

Assessment process

The Maths For Life assessment process is designed to provide a true reflection of a student's mathematical attainment in two dimensions – understanding and independence – and measure progress over time against a baseline.

Completed by an educator – parent, teacher, SENCO, teaching assistant – it provides complete transparency on what a student knows and doesn't know at a micro level. The results can be analysed to generate targets and inform both individual and group short-, medium- and long-term teaching plans.

The approach to the assessment caters for a diverse range of students, enabling them to demonstrate their knowledge in the way that best suits them – in writing, verbally or non-verbally, using sign language, by selecting or pointing, or demonstrating using concrete objects. Utilising the Maths For Life Hierarchy of Independence®, the educator is able to record the level of independence the student is working at in a consistent manner.

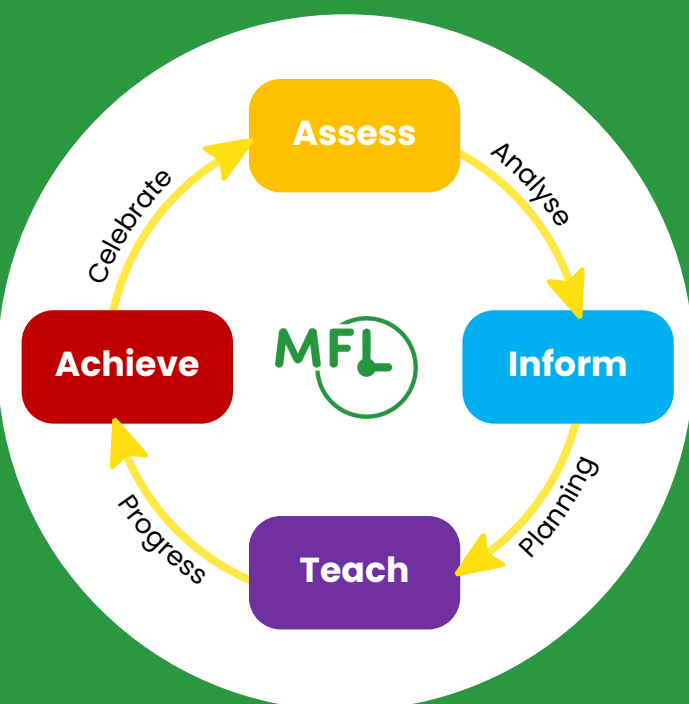
There are multiple assessments available at each level to measure progress, see results and celebrate achievements – in the small, incremental step changes needed.

Unlike the bland, sterile key stage assessments, the Maths For Life assessments are fun and engaging. Students enjoy doing them.

*Georgie Devereaux,
SEN Learning Skills Assistant*



The assessment process is cyclical and provides all the tools to deliver the programme in an efficient way.



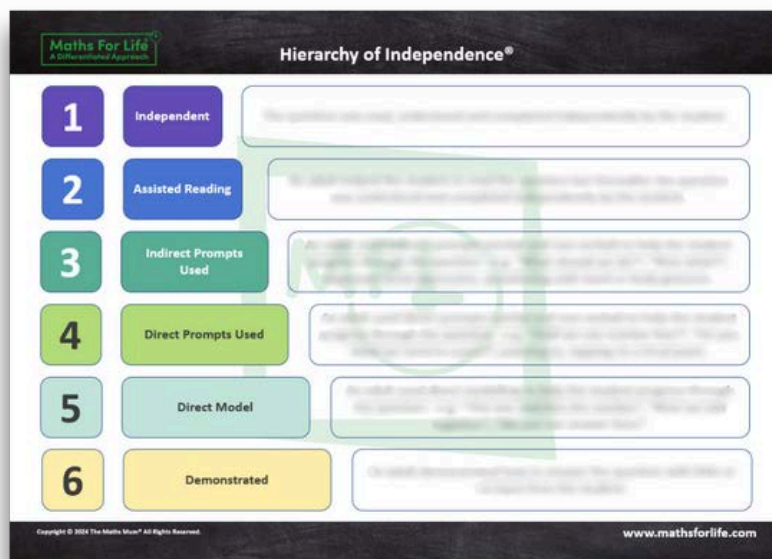
- Assess your students using the suite of assessments.
- Analyse the data using the assessment tool and assessment calculator, or use the reporting system to input results and generate reports.
- Use the assessment data to set targets and inform your planning.
- Teach, bringing your plan to life using the educator guides and resources.
- Track progress using the records of progress and student progress chart.
- Celebrate achievements using the reporting and accreditation system.

Maths For Life's trademarked **Hierarchy of Independence®** has been designed to allow the educator to consistently record how much help they are providing a student.

By using the Hierarchy of Independence® as a key, assessments are designed to reflect both the understanding of a maths concept and the ability to complete it independently, providing a true indication of mathematical attainment.

The structure is easily understood by everyone working with the programme and enables progress to be evaluated and presented in a consistent manner, demonstrating even the smallest, incremental step change.

Several schools are using the Hierarchy of Independence® across all subjects.



The fantastic 'Hierarchy of Independence®' pyramid is a complete game-changer in my opinion. It cuts through disabilities and enables the adult to truly see what a child comprehends.

Maggie, Parent

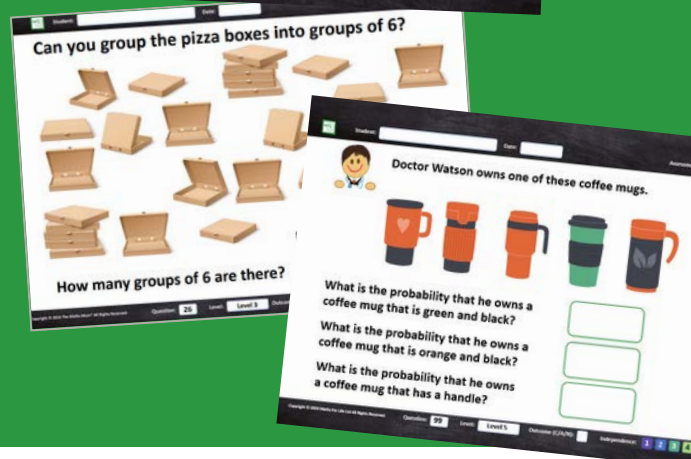
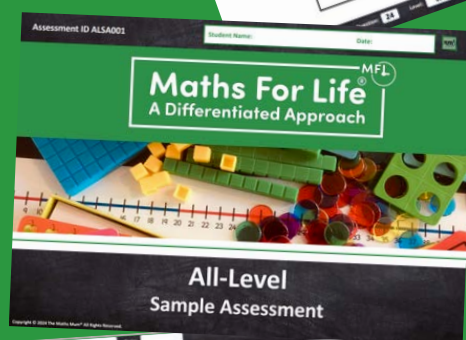
Download the free sample assessment

The **All-Level Sample Assessment** contains 100 questions covering a range of content from all Maths For Life levels and the Hierarchy of Independence®.

It has been designed for two reasons. Firstly, to allow you to get a quick overview of a student's ability, and secondly to establish the correct level to start the programme. It also gives you a flavour of the quality and variety of the resources.

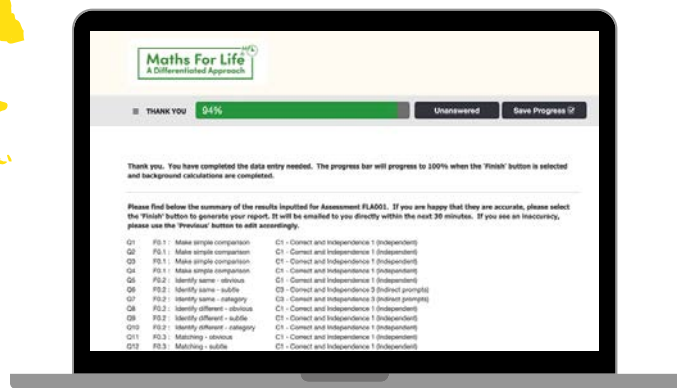
It is recommended that once the correct level is established, a full assessment at that level be completed to understand the exact profile of the student.

Download your copy by signing up to the FREE community membership plan via our website or buy a printed version from the Maths For Life shop.



Reporting and accreditation

The reporting and accreditation system is an optional addition to the assessment process. In most cases, you will have already completed the assessment with the student off line and recorded the results manually on the assessment results sheet. The system allows you to input the student's results and automatically generate:



A detailed report

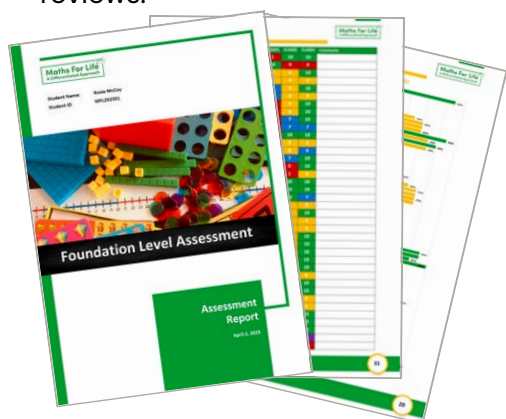
An in depth analysis of the data evidencing a student's attainment, identifying gaps and highlighting progress. Ideal for EHCP and IEP reviews.

A summary report

Summarising key information from the detailed report into a one-page document.

A certificate

A certificate to celebrate completion of that level – stating the maths elements they can do and those they still might need support with.



We also need to find ways to support and value the progress of all learners, including those who may not go on to achieve level 2.

Curriculum and Assessment Review Interim Report, March 2025

In the 2024 GCSE results, approximately **40.4%** of entries failed to achieve a grade 4 (a standard pass) in maths; that is 175,898 pupils.

There were also more than 100,000 post-16 students who did not reach the pass mark and would have had to resit the exams again.

Out of the **65,634** Post-16 students who sat the November 2024 GCSE maths resit, only **26.6%** achieved a grade 4 or above.

Ofqual 2024

“We value students' progress and share it with them positively.”

Karen McGuigan, Founder and CEO, Maths For Life

A very detailed report. I especially like at the end where you can see a really clear picture of the pupils' strengths and weaknesses.

Ailish Lavelle, Maths Lead, Charlton Park Academy

Support services

As a Maths For Life customer, you are never alone. You have access to the community forum, networks, Q&As and courses. Plus, the team is always here to help.

Networks

We host networking sessions to allow you to connect with and listen to other customers, and share your experiences of using the Maths For Life programme.

The **SEN School Network** is an established networking group of SEN schools. If you represent a SEN school and use the programme, please request to join the network and be part of a powerful collaboration.

If you are using the Maths For Life programme, or thinking of using it, simply request to join a network by contacting us.

Contact us

 learn@mathsforlife.com

 or get in touch via the community forum.

The community forum

This is a private and secure place where you can ask questions and share your successes and ideas – no matter where you are on your Maths For Life journey.

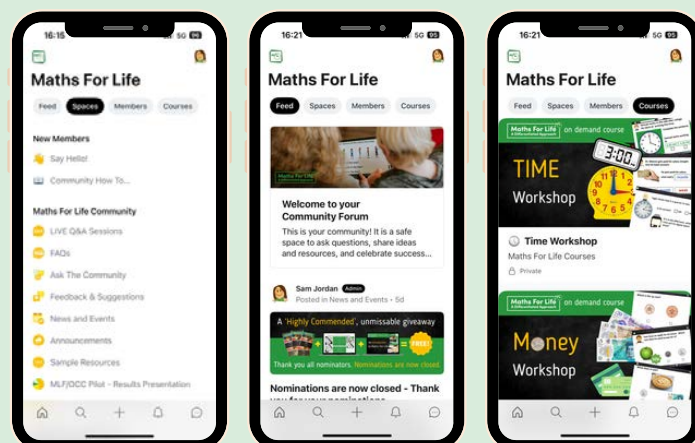
- Talk to your fellow community members;
- join networks;
- view and book upcoming events, including Q&As;
- and buy and complete on-demand courses.

The forum is available as part of all of the subscription plans, including the free community membership.

Once you have subscribed, you can access the forum via our website, or download the 'circle communities' app on your phone or tablet (free from your app store, available on ios and android). Log in using your Maths For Life log in details and you are ready to go!

 **DOWNLOAD**

THE CIRCLE COMMUNITIES APP! 



What do I need to get started?

By reading this you have already started on your journey! Your next step is to decide how you would like to use the programme. The educator guides are essential to deliver the programme and the assessments will give you a true idea of the level or levels you need for your students.

We are committed to ensuring that the programme is financially accessible to all and can be implemented at school, college and home without the need for expensive training.

There is a selection of core packages available to suit different needs and a variety of optional extras to enable the programme to be effectively delivered.

How much does it cost?

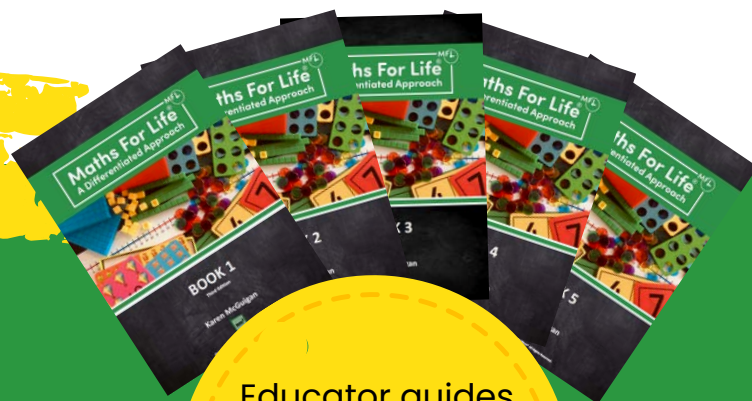
Educator guides (essential)

The Maths For Life curriculum is contained within the educator guides. These are the only essential element of the programme. We recommend that each educator delivering the programme has got access to the relevant guides. Books are only available in hard copy and can be purchased individually or as a set of five books.

Annual subscriptions (recommended)

Our paid subscriptions give you access to our resource library. With over 30,000 pages of content, it is the one-stop shop for all supporting resources needed to teach the programme. It houses a suite of assessments across all levels designed to gauge student attainment and measure progress. It is also the gateway to the community forum and video tutorial library. We offer a variety of annual subscription plans.

Not yet ready to subscribe? You can sign up for the FREE Community Membership Plan for limited access to the community forum, sample resources and the All-Level Sample Assessment.



Educator guides

Book 1	£45
Book 2-5	£35
Full set	£180



Annual subscriptions:

Price per annum

School Complete subscription £500+VAT
complete access to resources and assessments across all six levels.

School Lite subscription £300+VAT
complete access to resources and assessments for the first three levels - Foundations, Level 1 and Level 2.

Home subscription* £75+VAT
complete access to resources and assessments across all six levels.

*As our Home subscription is highly subsidised, it is reserved for home educators and those supporting students on a one-to-one basis outside of school.

Optional extras

Assessment only subscription

Access to the assessment suite for all levels and the on-demand 'Assessment Process' training course.

£150+VAT
per annum

Reporting and accreditation bundles

Exclusively for school subscribers, access to the reporting and accreditation system will be via the purchase of credit bundles in quantities of 5, 10, 25, 50 and 100. Independent of time taken, each credit will give you access to up to three reports per student at a specific level.

Bundles	
5 credits	£100
10 credits	£150
25 credits	£250
50 credits	£375
100 credits	£500

Individual assessment and report package

Purchased by level, this package offers standalone access to a set of three assessments, the on-demand 'Assessment Process' training course, reports and, if achieved, an accreditation certificate for use with one student. Ideal for parents/carers looking for a report to support an EHCP application or annual review, or students looking for proof of maths attainment.

£40+VAT
each

Additional user accounts

The School Complete or School Lite subscriptions include an account for one user login. For larger or SEN schools, additional user accounts can be purchased to run concurrently with the master account to ensure seamless access for all users.

£30+VAT
each per annum

Student Practice Book bundles

High quality printed workbooks. Each bundle of 3 books covers an academic year's worth of material across all topics. They are available to purchase at all levels.

£45
each

On-demand courses

There are several online training courses available to purchase and complete on-demand via the community forum.

from
£25+VAT
each

Training and workshops

Online and in person training and workshops for schools, charities, training groups, educational professionals and individuals are available and quoted on a case-by-case basis.

Physical resources

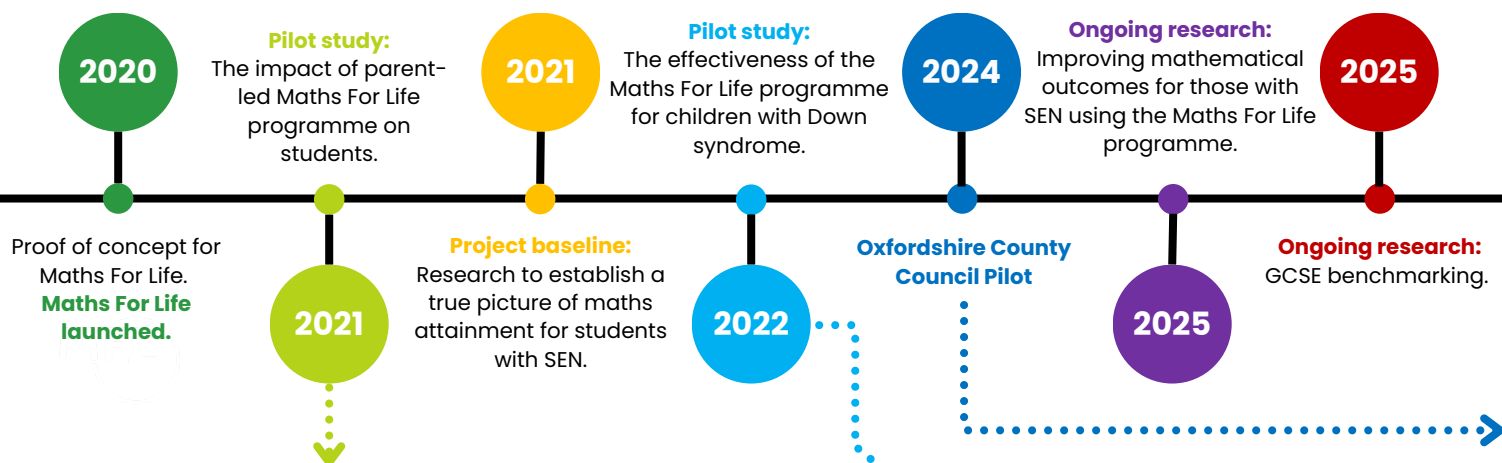
Targeted mainly at the home user, we sell a range of physical maths aids and maths aid boxes designed to support the delivery of the programme.

For full and up-to-date pricing details, including any current offers, please visit our website. To discuss payments, contact us at learn@mathsforlife.com

Research and evidence

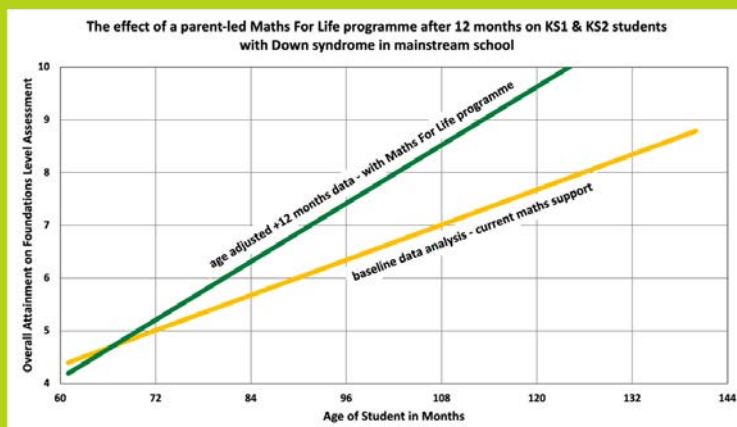
Maths For Life is a continually evolving maths programme that is responding to ongoing research.

The timeline shows key events in the development of the Maths For Life programme and related studies. Conclusions and evidence are summarised below. If you have any questions about our research or would like further information please contact us.



A one-year 'family' pilot launched with Down's Syndrome Oxford charity.

Out of the 23 students who completed the programme, 100% demonstrated an improvement in overall mathematical attainment and increased independence.



frontiers

The study which was published in 2025 concluded that:

"This pilot study provided the first evidence on the efficacy of the Maths For Life programme for improving mathematics skills in children with DS.

The findings from parent administration of the programme suggest that this mathematics programme improves mathematical ability and independence, evidence that lays foundations for further testing this programme in schools. Improving children's accurate and independent application of mathematics is vital for everyday living and independence. This pilot study provides initial evidence that the Maths For Life programme may offer one avenue for increasing mathematical independence in those with Down syndrome."

Read the full published report:



With thanks to our research partners



Working together to bring love to maths

Oxfordshire County Council Pilot

Report Summary

July 2024

This is a summary of a 32-page report analysing the data Maths For Life received from a year-long pilot, implementing the Maths For Life programme in a wide range of schools across Oxfordshire.

92%

of all students who
completed the pilot
**improved their
independence.**

93%

of all students who
completed the pilot
**improved their
overall attainment.**

27

schools completed
the pilot

124

student data sets
were analysed

“

The launch event generated much excitement countywide for what the programme might achieve and, through dedication from schools and incredible support from the MFL team, the pilot has exceeded expectations.

Nicky Ashby-Guest, Oxfordshire County Council

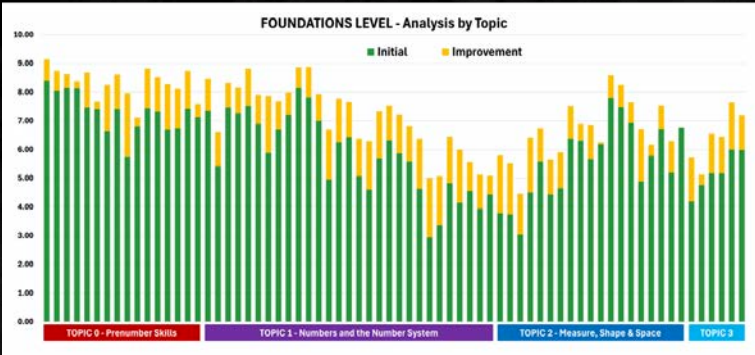
”

Oxfordshire County Council sponsored the pilot to help answer the question; **“Will the Maths For Life programme work for all students with SEND?”**

The council recruited schools and identified the cohort of students with SEND that would take part in the pilot. Maths For Life ‘self-service’ assessments, administered by the schools, were completed at the beginning and end of the pilot. The results were submitted for analysis. This data, together with school and educator opinion, have formed the basis for the results presented in the full report.

The impact on maths attainment

Overall attainment by topic and objective



The evidence demonstrates the positive impact of the programme in the mathematically challenging topics – subtraction, division, time, money, and data handling.

Identifying and filling the gaps

Significant progress was made in the areas we identified as the gaps in mathematical building blocks at the start of the pilot.

Start of pilot



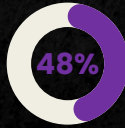
% of students who understand conservation of number increased by 22%



% of students who understand ordinal numbers increased by 31%



% of students who understand simple subtraction increased by 28%

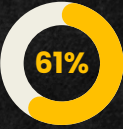


% of students who can recognise money increased by 22%



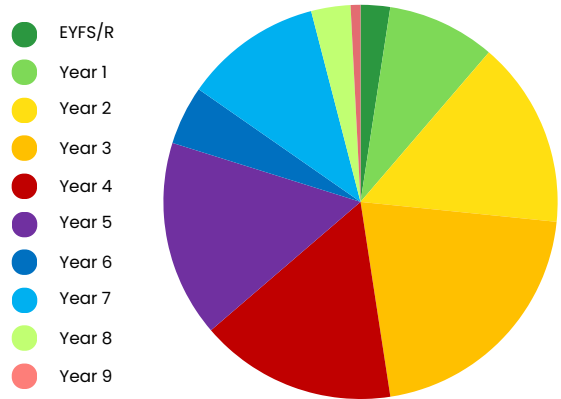
% of students who understand time passing increased by 12%

End of pilot

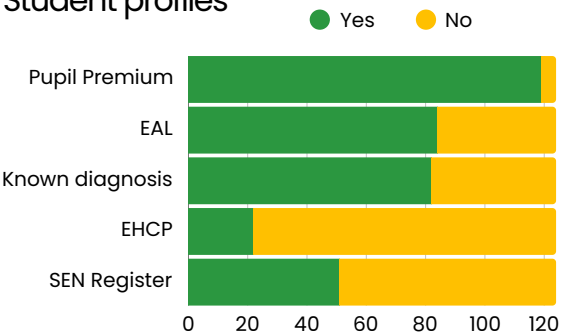


The students & educators

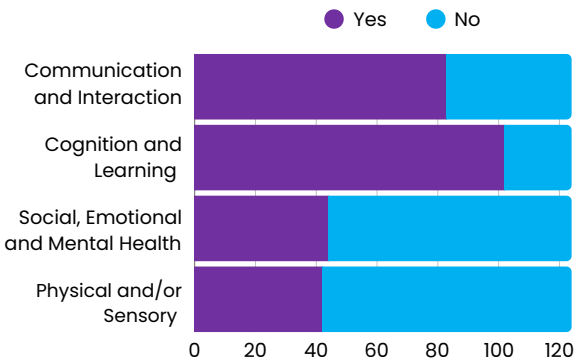
Academic year



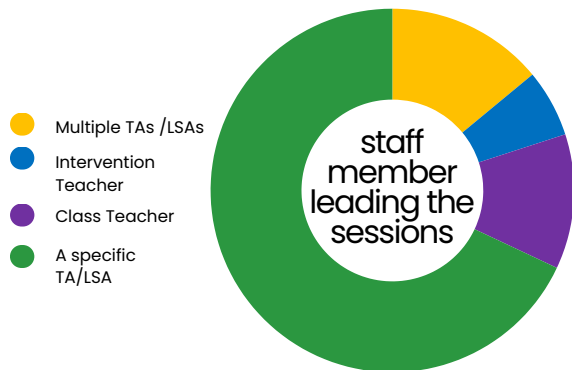
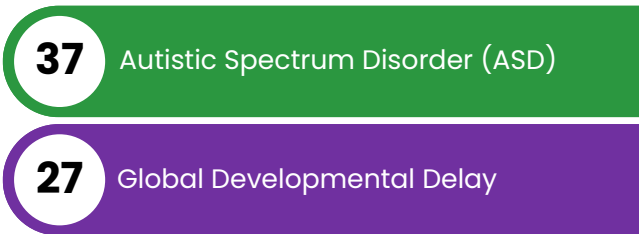
Student profiles



Category of additional need



Known diagnosis – largest categories



The impact on students

Overall improvement in **independence** and **attainment** by student. Each bar on the chart to the right represents an individual student.

Analysis by student and level can be viewed in the detailed report.

Educators identified and reported the following:



Improved independence



Improved confidence



Improved engagement



Improved understanding



Improved enjoyment of maths



**of students
refused to do it**

Outside the scope of maths, other perceived benefits reported by the educators included:



Improved concentration



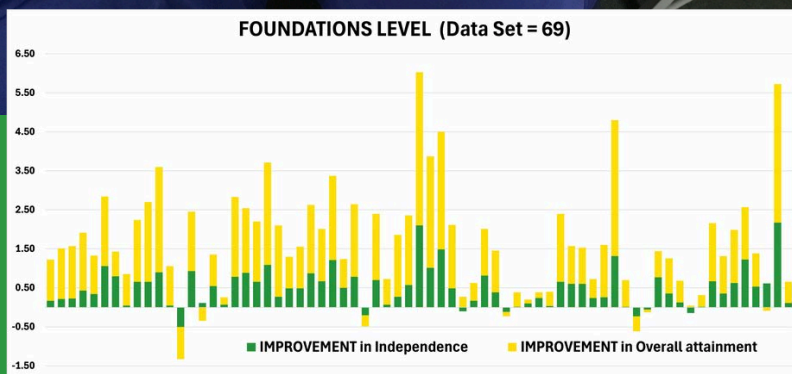
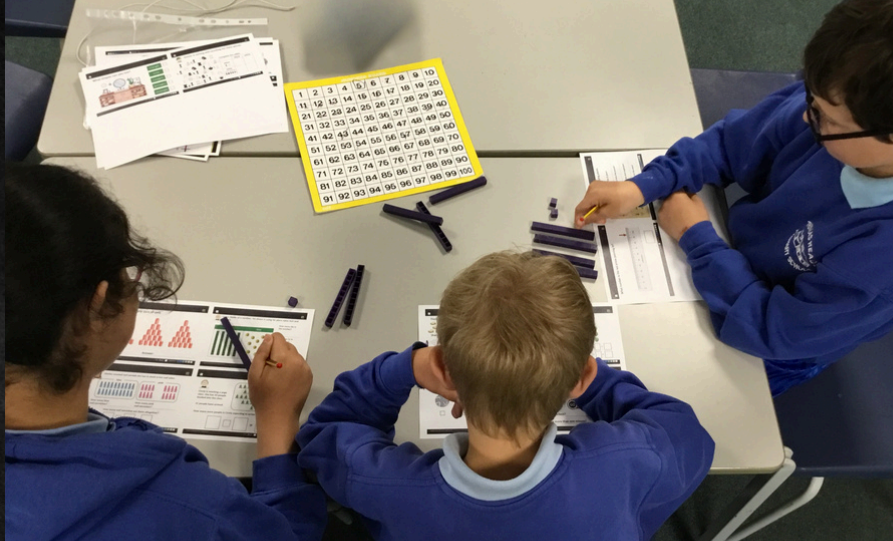
Improved reading



Improved self-confidence



Improved self-esteem



The impact on staff

Following the pilot...



agree that they are more confident with basic / key stage 1 maths.



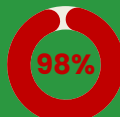
know what the student knows and doesn't know.



feel prepared to review and discuss the student's maths attainment for transition to a new academic year and staff.



feel comfortable to have a conversation about the student's maths attainment with their parents/carers.



feel confident that they can move forward and implement the Maths For Life programme with another student.

“

It has been brilliant in terms of being able to give 1:1 TAs some ownership because it's so accessible and easy to plan from. I had one of the target children in my class this year, and his 1:1 TA loved using the programme, and also she became SO knowledgeable about his needs and where to go next.

~ Jo Beckett, Maths Lead and Teacher

”

Conclusions

Evidenced by this pilot and the resulting data.



The Maths For Life programme can improve maths attainment for a wide range of students with SEND.

The 'gaps' in mathematical building blocks are consistent with previous findings and are prevalent throughout the student cohort.

Initial findings demonstrate a positive impact of the programme in the mathematically challenging topics – subtraction, division, time, money, data handling.

It is a programme of maths that can be successfully delivered by TAs/LSAs with only 3 hours of training.

It is essential that the Educator Guides are available, referenced and used by those delivering the programme.

The additional benefits of the Maths For Life programme are wide ranging – improvement in confidence, self-esteem and reading!

The programme identifies what a student knows and doesn't know and provides a pathway forward – informing parents, SEN support/ECHPs, and Ofsted.

Not one student refused to do it! (In fact, several students have asked to join the fun maths group.)



scan the QR code or
visit our website to

**read the
full report**

"Maths always used to be out of the classroom – on my own with a TA. I've never had a maths lesson with a whole class. Now I get to work in a group which is much more fun!"

Lilly, student on the pilot

Our story – driven by passion

Maths For Life has a mission to bring the love and benefits of maths to everyone. Rather than shoe-horning all students into a 'one size fits all' curriculum, we address the unique needs of the unserved minority.

We are a small and passionate team bringing a wealth of knowledge and experience; we are teachers, teaching assistants and parents.

We believe (indeed, our evidence-based research increasingly shows) that by building solid foundations and nurturing independence, the Maths For Life Programme unlocks the potential for students to achieve and flourish in today's world. We prioritise the maths needed for life – the numeracy skills that we use every single day.

The ethos behind our approach to maths learning and resource design is this:

- What do our students need to know to successfully navigate the modern world?
- What is the understanding that will empower them as they make decisions?
- What do neurotypical learners take for granted, and how do we provide this as a scaffold for those who have additional learning needs?
- We love maths and find it inspirational. How can we teach in a way that engages our students so that they can begin to share our passion and find their learning fun?



When teaching the topic of money there is little to be gained from the ability to work out how much change I get from 50p when buying an apple, if I cannot first appreciate the concept of value. So, instead of "what change do I get from 50p?", our first question is: "would you pay 50p or £5 for an apple?"

Founder, Karen McGuigan, studied maths at a degree level as part of her Masters in Chemical Engineering at Imperial College. Originally from Northern Ireland, she lives in Surrey, England with her partner, Mike, and three sons, Dexter, Lance and Cal. She set up The Maths Mum® in 2018 with the aim of 'Helping parents help their children'. Inspired by her middle son Lance, who has Down syndrome, she began the development of the Maths For Life programme in 2019.



“In lockdown, I published videos of Lance and I working through maths concepts. It seemed selfish not to share my knowledge. Parents of children with additional learning needs contacted me and, following repeated requests for my knowledge to be written down, I decided to sacrifice sleep for the greater good. I wrote either side of home schooling my three boys. The Maths For Life Book 1 was self-published in August 2020.

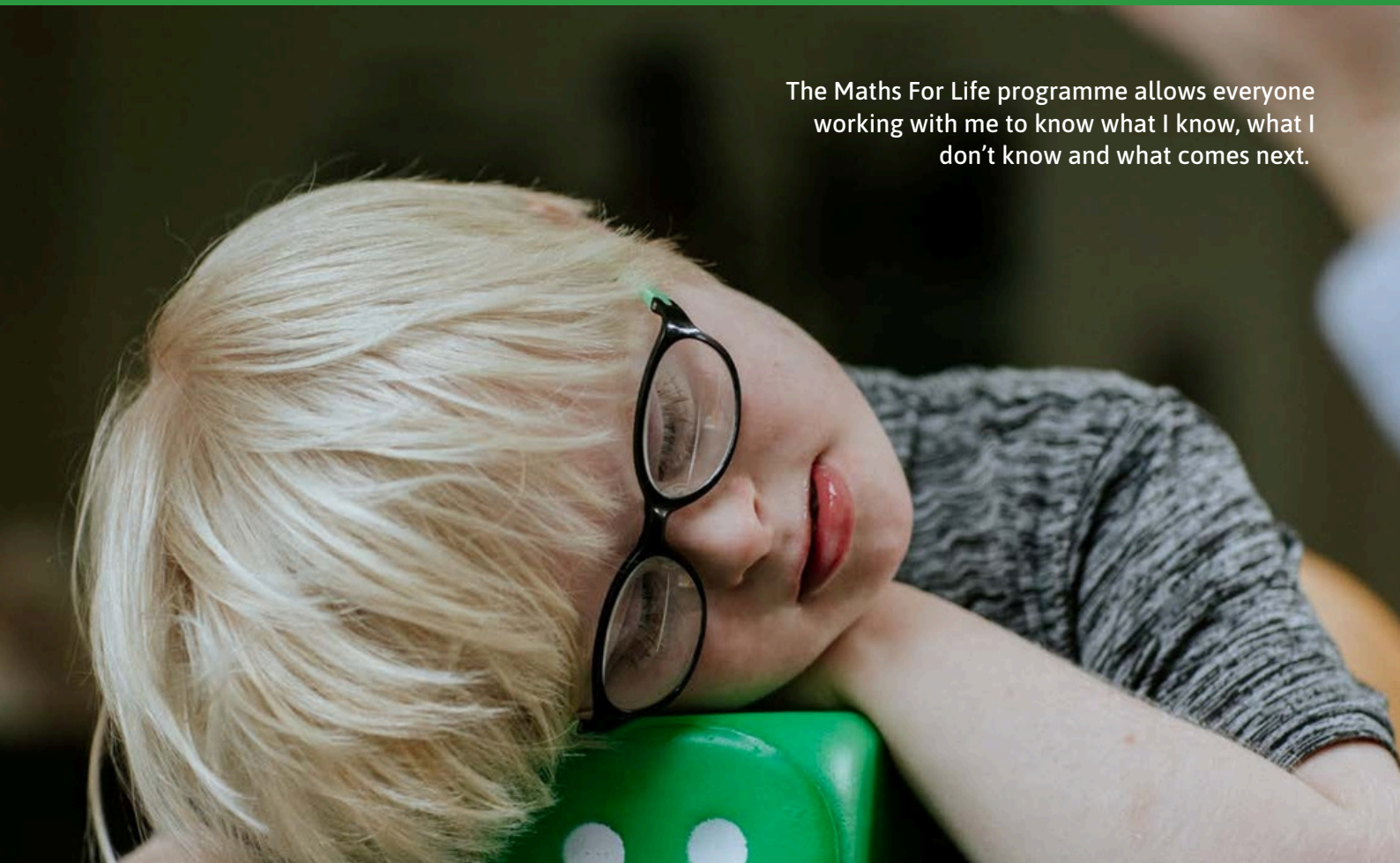
I am aware that Lance will face challenges ahead. I worry that moving into adulthood and independent living will come with risks. Without solid maths skills, Lance could get taken advantage of in many circumstances – especially with money. I am convinced that ensuring he can do simple maths well and independently will mitigate against the risk. He will know that he should never pay £5 for an apple... unless it comes cooked in a pie with a side of ice-cream!”

Karen McGuigan, Founder and CEO



The Maths For Life programme provides a differentiated approach to the maths curriculum that lays down solid foundations, is framed in practical understanding, and delivers the essential maths needed for life.

The Maths For Life programme allows everyone working with me to know what I know, what I don't know and what comes next.



With special thanks to Lance without whom this programme would not exist.

www.mathsforlife.com



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