

## Reward-based approach to maths drives 15% improvement at Nada International School, Saudi Arabia

A whole-school, reward-based approach to learning helps pupils at Nada International School embrace maths and clock a massive 7191 hours improving maths skills through Mathletics.

### About the school

Nada International School is an all-through school in Al Ahsa, Saudi Arabia with students ranging from ages two through to 18, enrolling from over 25 different nations as far apart as the US, UK and Middle East. Nada International School prides itself on providing a holistic approach to education with strong academics supported by sport, arts and culture, alongside moral and personal development.

The school teaches the English curriculum and students speak in English during school hours.



### What were the challenges?

Mark Hill is Head of the Maths Department and Maths Coordinator at Nada International School. Prior to introducing Mathletics from 3P Learning Mark reviewed a number of online solutions to improve pupils' engagement, confidence in their mathematical abilities and to drive up academic results.

"Before introducing Mathletics we used a couple of different online resources but found that they either weren't mapped to the curriculum or simply didn't engage the children."

"I was also keen to improve our reporting in Maths and wanted a resource which would allow me to do this without adding to my workload. Something that children could also use at home (and would want to!) was also on the list."

"I had used Mathletics previously as part of the World Maths Day so knew that it would engage the children more than any of the current resources we were using. I persuaded the Executive Principal to cancel our current subscriptions and transfer to Mathletics instead."

"We began using Mathletics in September 2018 for all our year groups up to year eight."



### How is Mathletics meeting these challenges?

"For pupils in years one to six we have one dedicated Mathletics lesson a week where pupils learn in the ICT suite, either playing on Live Mathletics, where student compete in real-time with other children around the world, or work their way through the curriculum-mapped lesson activities."

"Students in years five to eight are all set homework on Mathletics with support and enrichment tasks also set in Mathletics. Students are encouraged to use the resource at home with a massive 75% of our usage actually coming from outside school hours."

"Because the program is reward-based it's easy for us to keep the momentum going, children really want to secure their 1000 points and work towards bronze and silver certificates. To support this we constantly advertise the resource in school as well as on our Twitter and school Instagram accounts. I print off all the certificates children gain every week and teachers present them in assembly. As well as the Hall of Fame on the Mathletics website we run of our own internal Hall of Fame for our top achievers and improvers."

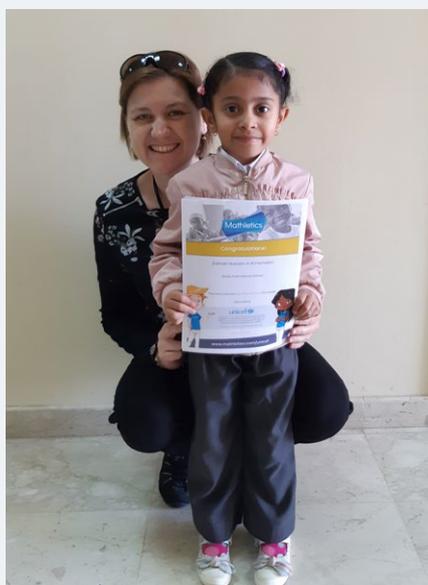
## What are the overall results?

“Number one for us is the fact that students love doing maths with Mathletics, both at home and in school. We have parents who tell us they can't get their children off Mathletics at the weekend!”

“Since September we've seen a 15% improvement in children's results within Mathletics between their first and latest attempts at the assessment tasks. The total time pupils have spent on Mathletics in five months is 7191 hours – an average of 16 hours and 32 minutes per student. We've also notched an impressive 6,190,466 Mathletics points. The students love to see their achievements, if they're ever the top school in the Middle East on the Mathletics website they feel hugely proud of their achievement.”

“In terms of whole-school improvement we've seen progress across all our year groups in maths but especially across the lower grades, something which we hope will be reflected in our end of year results.”

“Personally for me the reporting element of Mathletics has been a lifeline. The ability to monitor the activity of all students at the click of button, see which students haven't yet gained their first certificate and provide feedback to teachers and parents is outstanding.”



## What are the overall results?

“As we continue using Mathletics we want to ensure all our learners are able to obtain their bronze certificates. I also want to make sure parents are able to support their children's usage at home and at school.”

“I would recommend Mathletics as a powerful engagement tool to other schools. We have already seen the results at Nada International School and hope to continue seeing them in our end of year results!”

## Want to know more?

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