

“Maths Wrap Doubles Speed of Learning Times Tables”



With Thanks:

We would like to take this opportunity to thank Cherri Moseley, 3M teacher at Bignold Primary School, for running and reporting this trial. We would also like to thank all the Year 3 children at the school and Mrs Norman, the control class teacher.

Trial Summary:

- In a 4 week trial with a Year 3 class, the pupils worked in pairs with Maths Wraps, 3-5 times a week during the beginning of the maths lesson.
- Another Year 3 class acted as a control group and did not use Maths Wraps.
- Both classes undertook the same two multiplication tests before and after the trial.

The improvement in those using Maths Wraps (+37% / +27%) was more than double that of the control group (+16% / +7%).

Maths Wrap was designed to help children learn their times tables. Cherri Moseley was asked by the Mathematical Association to act as a consultant to Simon Deacon, the designer. When the product was launched, Cherri was invited to trial the Maths Wrap.

A class set of 15 Maths Wraps was provided for 3M with 3N acting as the control group. The intention was that the children would work in pairs, one child 'wrapping' while their partner timed them.

Both classes undertook the same pre-trial multiplication tests. The Maths Wrap was introduced to 3M after the pre-trial tests, while 3N continued with normal classroom activities.

In 3M, multiplication facts were practiced 3 to 5 times a week using the Maths Wrap during the lesson starter. Children could also choose to use a Maths Wrap when they had completed an activity or had free time. After 4 weeks, the same multiplication tests were retaken with the following results:

**Year 3 Maths Wrap Trial, April/May 2009
Bignold Primary School & Nursery, Norwich**

	Average pre-trial score Grid out of 70	Average post-trial score Grid out of 70	Average pre-trial score Missing numbers out of 40	Average post-trial score Missing numbers out of 40
3M (test class)	38 = 54%	52 = 74%	22 = 55%	28 = 70%
3N (control class)	30 = 43%	35 = 50%	18 = 45%	19 = 48%



Conclusion:

There is clearly a much greater increase in test scores in 3M, from 54% to 74% and from 55% to 70%. In 3N, smaller gains were evident as scores improved from 43% to 50% and 45% to 48%.

Looking more closely at the results, several children in 3M doubled their score, halved their time or gained in confidence as demonstrated by far fewer calculations not attempted.

In 3N, fewer children doubled their score and there was a smaller reduction in the number of calculations not attempted. Finishing times were not recorded.

The percentage increase in 3M is much larger, 20% and 15% instead of 7% and 3% in 3N.

Although 3M is recognised as the more able class and were focusing more on times table facts than 3N, *there is clearly a large improvement in achievement in 3M.*

The children found the Maths Wrap fun and motivating. This was a very useful way to begin to learn times table facts and one I will repeat with future classes.

C Moseley 27.05.09

