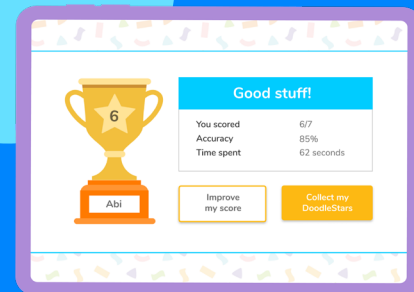




Boost pupils' confidence with Doodle!

Case study: Silverdale Primary School, East Sussex



Since starting with Doodle, Silverdale Primary School has seen a significant boost in pupils' confidence and ability — in just over 12 months! We spoke to Christopher, Assistant Principal, about how Doodle has helped to reduce teacher workloads and promote healthy learning habits.



276,832

questions set by Proxima

Hi Christopher! Please could you give us a brief overview of how you use Doodle in your school?

We actively encourage children to use [Doodle] 'little and often'. DoodleMaths is used in a variety of ways. We have used it as an intervention tool to target learners that need additional support. We've used DoodleTables for this purpose too. In addition, we have used it across Year 4 for targeted multiplication tables practice. DoodleMaths is also part of our PPA provision. Whilst half the class are enjoying a swimming, forest school or PE session, the other half [use] DoodleMaths and DoodleTables. This happens once a week. We also encourage the use of DoodleMaths and DoodleTables for home

955.5

hours of teacher time saved

How do you encourage pupils to use Doodle?

We celebrate the most engaged classes on a regular basis. Certificates are given out in assemblies, both live and through the virtual assemblies. Teachers are also encouraged to use class dojos to reward children that use the programmes frequently, and we actively encourage participation in the Challenges (seasonal events where children can earn rewards by using Doodle 'little and often').

2,354

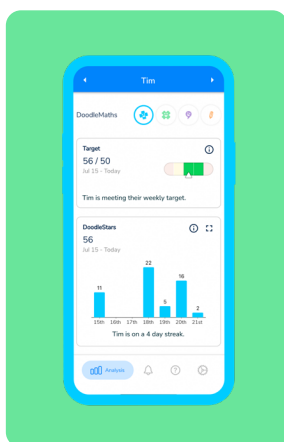
hours of practice

"The impact has been substantial where the programme has been used 'little and often'. One girl went from a DoodleAge of six months below her actual age to over a year greater than her actual age."

— Christopher, Assistant Principal, Silverdale Primary School

Has Doodle had an impact on pupils' confidence and attainment?

The impact has been substantial where the programme has been used 'little and often'. For example, one Year 2 girl went from a DoodleAge (a way of measuring a child's overall level of understanding) of around six months below her actual age to having a DoodleAge over a year greater than her actual age by the time she joined Year 4. This child used DoodleMaths virtually every day, achieving multi-hundred day streaks. An intervention group that ran in early 2020 showed a DoodleAge progression of 6 months over a 3 month period for a group of learners who had previously struggled in maths and made lower than expected progress.



Would you like to see how Doodle can be used as an intervention tool in your school?

Book a free 15-minute chat with our team to find out more!

Scan the QR code or visit teachers.doodlelearning.com/schools-book-consultation

01225 591134

doodlelearning.com/for-schools