How Doodle supports SEND and disadvantaged learners

doodlelearning
By Discovery Education



DoodleLearning is a suite of four adaptive programmes: **DoodleMaths, DoodleTables, DoodleEnglish and DoodleSpell**, helping schools identify gaps, personalise practice and build confidence through short, low-pressure learning.

Designed for maths and literacy support, Doodle is particularly effective for SEND provision, disadvantaged learners and targeted intervention, helping schools deliver personalised support at scale.

Why it works for SEND and disadvantaged learners

Doodle adapts work automatically so pupils can learn at the right level, experience success more often and grow in confidence.

- Supports SEND, intervention and catch-up provision
- Reduces anxiety with personalised, manageable practice
- Builds independence, resilience and sustained engagement

> "Once set up, Doodle almost runs itself. It adapts as pupils progress, challenges children without denting their self-esteem or confidence, and ensures every child has a bespoke session"
>
> — *Luke, SENCo, Milford Junior School*



Accessibility and inclusion

- Text-to-speech, audio support and coloured overlays improve access for learners
- Clean screens, visual supports and step-by-step scaffolding reduce barriers
- Supports pupils who benefit from structured, multi-sensory learning approaches



Flexible, low-pressure engagement

- Short bursts of practice and flexible targets keep learning manageable
- Rewards effort and consistency rather than pressure or competition
- Ideal for confidence-building, intervention groups and summer learning



Practical support for teachers and schools

- Tracks progress and engagement in real time
- Helps staff group pupils for intervention and target support quickly
- Provides practical data for planning, review and pupil progress discussions

Find out more

To explore how Doodle could support pupils in your school, visit:

doodlelearning.com/for-schools/send

edtech impact
TOP TEACHER WORKLOAD-REDUCING TOOL 2025
AS RATED BY USERS

A SENCo's perspective on DoodleMaths after four years

We spoke to Claire, SENCo at St. Michael's Primary School, who has been using DoodleMaths for four years. She understands the importance of finding an approach that genuinely works for every child, and the difference it can make when you do.

** This review was submitted independently on EdTech Impact.*

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753,000
questions marked by Doodle*

618
hours saved*

1,964
assignments set*

How does DoodleMaths support the pupils you work with?

"Its personalised approach helps pupils practice and consolidate key skills at their own level, while the engaging, interactive format encourages regular participation. It supplements classroom teaching by reviewing recently taught concepts and promoting effective consolidation of learning — and because pupils can engage independently both in school and at home, it increases opportunities for practice and reinforcement without placing additional demands on classroom teaching time."

What difference has it made to attainment?

"Regular use can improve attainment by identifying and readdressing gaps in knowledge and understanding. As a computer-based platform, it also familiarises pupils with digital assessment formats, mirroring the style of many standardised tests. This is particularly beneficial for developing confidence and fluency when answering timed mental mathematics questions, helping pupils become more efficient and accurate under test conditions."

How has it affected your workload and planning?

"The platform quickly identifies strengths and areas for development, enabling teachers to use assessment information to inform planning and intervention. By automating practice, marking and progress tracking, DoodleMaths frees up valuable teacher time, allowing a greater focuson high-quality teaching, feedback and pupil support."

Would you recommend DoodleMaths?

I would recommend Doodle Learning to a friend as an effective, practical and accessible resource that can contribute positively to pupil confidence, attainment and independent learning.

The impact in numbers

A closer look at these statistics

** This case study uses data taken across the 2024/25 year.*

Doodle marked around 753,000 questions (that's 618 hours of marking teachers didn't have to do!) and ran 474 baseline assessments for 365 pupils, giving teachers a clear picture of each child. It also pitched work across a 4.6-year ability range per class where nine in ten pupils spanning three curriculum years or more, and six in ten spanning four or more - automatically, with no separate worksheets or planning.

This included pupils needing the most support: 12% worked at least a year behind their class average, 4% two years or more behind, and the furthest pupil 3.9 years behind, all placed automatically at the right level.