



ExploreLearning Reflex **UK Progress Report** **2024-2025 School Year**

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Programme Description

ExploreLearning Reflex is an adaptive, online programme that helps pupils from Year 3 upwards develop maths fact fluency—the automatic (quick and effortless) recall of basic facts in addition, subtraction, multiplication, and division. With Reflex, every pupil can build the confidence and accuracy they need to tackle more complex maths with ease.

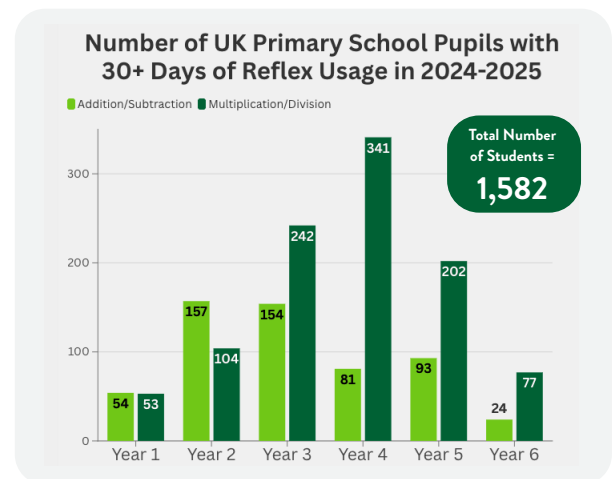
Packed with games pupils enjoy, Reflex continuously monitors performance to deliver targeted, personalised practice. Fun, game-based rewards help boost motivation and engagement while pupils build fluency at their own pace. Reflex uses research-proven methods to build lasting fluency and support long-term success in maths.

Across multiple year groups, standardised tests, and benchmark assessments, pupils who use Reflex demonstrate faster progress and higher attainment than their peers.

Programme Usage

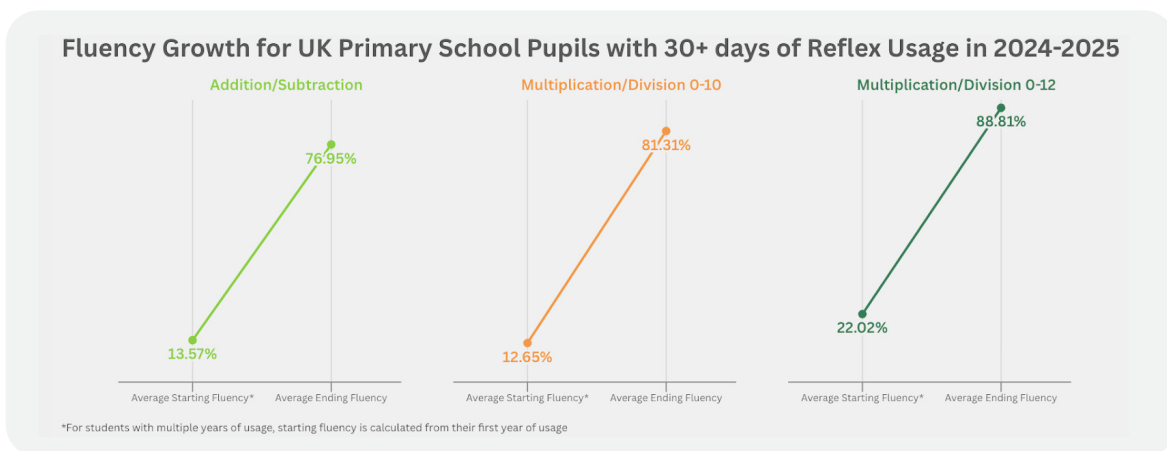
Reflex supported diverse learning needs and dynamic implementations during the 2024-2025 school year, and pupils of all levels made substantial gains in fact fluency while using Reflex!

In the 2024-2025 school year, **1,582 primary school pupils** across **22 schools** in **England** used Reflex with fidelity (30 or more days of usage). These pupils used Reflex for an average of **66 days** during that time.



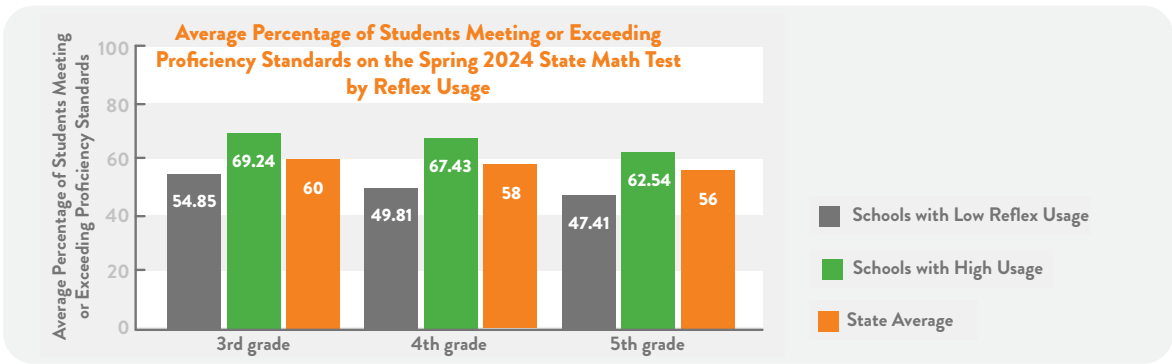
Fluency Growth

Pupils who used Reflex with fidelity in England made substantial progress in addition, subtraction, multiplication, and division facts. While most pupils began Reflex demonstrating fluency below 25% within all three assignments, by the end of the 2023-2024 school year the average pupil with 30 or more days of Reflex usage achieved **75% or higher** fluency scores. The average pupils pre-post fluency growth across all levels was over **65 percentage points**.



Research Highlight

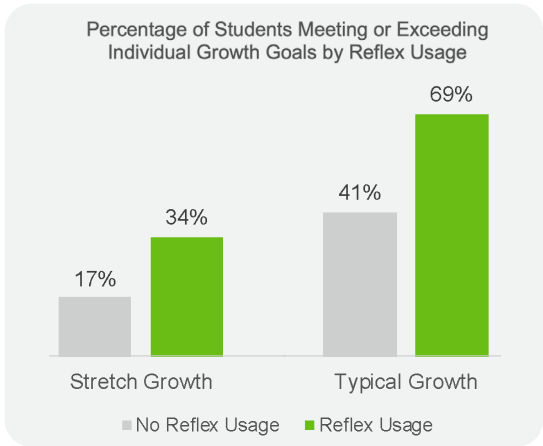
Reflex is supported by a robust body of evidence demonstrating its impact on maths achievement and fluency. Multiple peer-reviewed and independent studies—including quasi-experimental designs and large-scale implementations—have shown that **primary school pupils using Reflex make significantly greater gains in maths fact fluency and overall maths performance compared to non-users.**



One recent study with over 35,000 primary school pupils found that schools with high Reflex usage were significantly more likely to meet or exceed age-related expectations compared to schools with low Reflex usage.

Another study conducted with over 500 Year 3 equivalent pupils found that those who used Reflex were twice as likely to meet ambitious growth goals on a diagnostic maths test compared to similar pupils with no Reflex usage.

Teacher surveys have consistently documented high engagement, improved pupil confidence, and more efficient lesson planning due to automated tracking and insights.



To learn more about how Reflex can support improved performance on national curriculum assessments and benchmark tests such as the Multiplication Tables Check, visit [our research page](#) or contact your [account representative](#).

Usage with Fidelity	Understanding Assignments
<p>Teachers are encouraged to have their pupils use Reflex at least three times per week. Reflex uses a “Green Light” indicator as a key motivator. Once a pupil answers a certain number of maths facts correctly, a Green Light illuminates, marking the completion of a successful day of fact fluency practice.</p> <p>In this report, pupils are considered to have used Reflex with fidelity if they used the programme for at least 30 days.</p>	<p>A pupil can be placed by their teacher in one of three assignments in Reflex:</p> <ul style="list-style-type: none">-Addition and subtraction 0-10-Multiplication and division 0-10-Multiplication and division 0-12 <p>Before starting Reflex, pupils should be assessed for conceptual understanding of both of the operations in the assignment. Most pupils are ready to begin developing automaticity with addition and subtraction facts in Reflex during Year 2 or 3. Most pupils are ready to begin developing automaticity in multiplication times tables in Reflex during Year 3 or 4, using Reflex to prepare for the Multiplication Tables Check (MTC) at the end of Year 4.</p> <p>When a pupil demonstrates 100% fluency in an assignment in Reflex, they are ready to move on to the next one. After achieving 100% fluency in all assignments, pupils can continue to use Reflex for ongoing practice and consolidation.</p>