In one school, for two consecutive years, one of the two lowest attaining maths sets in each cohort was chosen to be the timely practice class. This class, the treatment class, had personalised assessment for learning, feedback and retrieval practice organised by timely practice whereas for the control classes the teacher used their professional judgement and there was no personalisation.

	the timely practice treatment class	the control classes
Assessment for learning	smaller grain size, personalised	larger grain size, whole class
Feedback and retrieval practice	personalised	whole class

2017 to 2019 cohort: 5 figure summary data for end of year and final **GCSE** exams.

Key
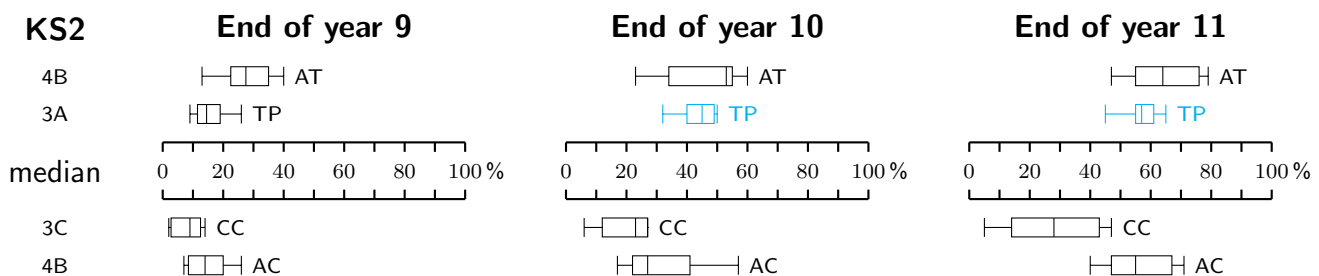
Key	the timely practice "half" of the year	the control "half" of the year
Lowest attaining set	TP (timely practice)	CC (control class)
The set above	AT (above timely practice)	AC (above control)

2018 to 2020 cohort: 5 figure summary data for end of year and mock **GCSE** exams.
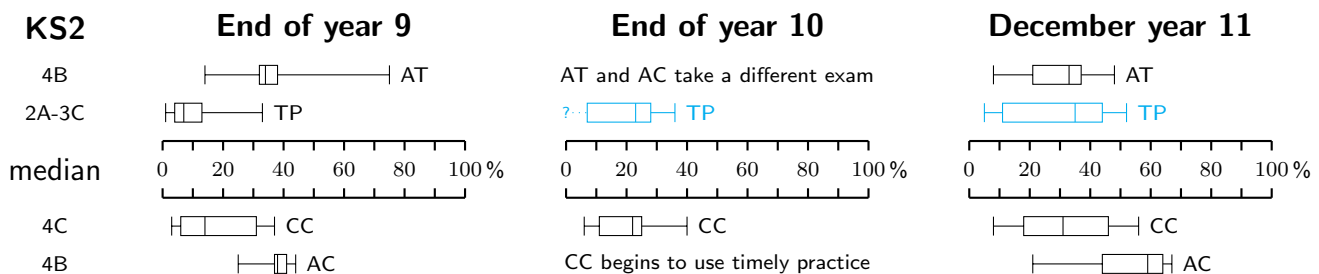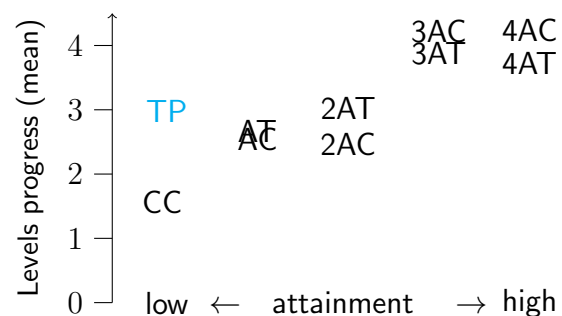

Analysis

2017 to 2019 cohort

- TP closes the learning gap with AT

- TP progress on parr with 2 sets above →

2018 to 2020 (covid) cohort

- TP closes the learning gap with AT

- lockdowns prevent effective research

2017-19: school summary data
"Number of levels" progress since KS2.

Tentative conclusion
Regular timely practice enables classes of low attaining maths learners to close the learning gap with their peers, who are not using timely practice.